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ABSTRACT

This is one of a series of curriculum guides designed to assist bilingual teachers to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is for instruction in the language arts at the third grade level, and is divided into seven units: (1) Connecticut; (2) Puerto Rico; (3) Latin America; (4) Europe; (5) Asia; (6) The Eskimo; and (7) The American Indian. Each unit is further divided into skills which combine the topic of the unit with basic concepts that the child must master. Activities are suggested for each skill, and a vocabulary list is provided in each unit. (CFM)

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MIGRATORY CHILDREN'S PROGRAM

LANGUAGE
ARTS
BILINGUAL
BICULTURAL
CURRICULUM
FOR
GRADE 3 3

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CONNECTICUT MIGRATORY CHILDREN'S PROGRAM

INTRODUCTION

Language Arts Bilingual-Bicultural Curriculum For Grade 3 is one of a series of curriculum guides. When the series has been completed there will be guides for pre-school through grade three students in the areas of social studies, language arts, science, and mathematics. The purpose of these guides is to assist bilingual teachers in their efforts to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. In utilizing this curriculum guide it is important to be aware of the philosophical and instructional principles which were central to their development.

First, although the guides contain skills which are commonly considered appropriate to specific grade levels and activities which will facilitate the development of these skills, it has never been assumed that there is a single norm of achievement for all children at a given grade level. There should always be an effort to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move on to more difficult materials only when the child is ready. This is especially true for students who have had their schooling interrupted and disrupted by a migratory experience. The purpose of suggesting skills at given grade levels is simply to provide a logical sequence of skill development. Teachers must be sensitive to differences between children.

Second, the focus of the curriculum for pre-school and kindergarten children is on developmental concepts. In the guides for grades one through three the focus is on social studies concepts and other curriculum areas--language arts, science, mathematics--are related to the social studies content. The overall focus of the curriculum guides is on Puerto Rican history and culture. Placing the development of language arts, mathematics and science skills within the context of the experience and social identity of the child enhances motivation to learn.

Third, the instruction program should make every attempt not to confuse children through simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points for instruction in Spanish and English. Instructional methodology should have the English learning program "keyed" to the teaching that takes place in Spanish. The concepts and vocabulary taught in English should whenever possible be closely related to concepts and vocabulary which have already been learned in Spanish. In this way new materials which are being introduced in English will have solid conceptual structures with which to be associated--conceptual structures which have already been established adequately in the learner's native language.

FORWARD

This curriculum guide has been prepared by the Connecticut Staff Development Cooperative for the Connecticut Migratory Children's Program and the Connecticut State Department of Education. The preparation of this guide has been accomplished by a variety of people including the following:

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Robert S. Avery, Ph.D.
Director
Connecticut Staff Development Cooperative

Basic Principles For Learning To Read

In the writing of this curriculum guide certain principles were considered important and basic to the approach used. These principles are based on the assumption that the acquisition of reading skills can best be accomplished through activities which focus on the experience of the child. These principles are:

1. Reading is a complex process in which the whole human organism is involved.

   Learning activites cannot ignore the social, physical, psychological, and intellectual environment of the child.

2. Reading requires the association of our experiences with the materials that are going to be used.

   Teaching requires a knowledge of the things that the child is familiar with.

3. Effective reading requires the development of attitudes, skills and abilities and the acquisition of knowledge.

   In learning to read the child should be prepared to participate in various curriculum areas.

4. Reading skills should be obtained in a functional form.

   The content of reading activities should be such that the content will be experienced and reinforced outside the classroom--especially in the home.

5. Each experience that the child lives is an opportunity to develop reading skills.

   The teacher should be continually searching the child's environment for any opportunity for materials that will expand and reinforce the learning of reading.

6. There is a reciprocal relationship between reading and the total development of language.

   All aspects of language arts, such as public speaking, dramatic arts and writing, will expand the child's preparation for reading, and reading will facilitate participation in other language arts.

7. The learning of reading is an individual process.

   Orient the child toward reading those kinds of materials in which he is interested.

8. Children learn to read at different rates.

   Attempting to force a child to learn to read more rapidly than he is physiologically inclined can do more damage than good.

9. The teaching of reading requires an enriched environment and curriculum materials.

   Bring stimulating materials into the classroom, such as newspapers, magazines and advertisements.

The introduction of learning activities in this guide will incorporate four keys which facilitate initial reading processes. The first is the configuration key. This skill will help the child in word recognition. This involves the picture that the child will have of a word prior to instant association of meaning. The child can recognize the pattern of letters in a word, whether the letters are high or protrude below a line. They can recognize the sequence of shapes in a word and begin to associate these with oral pronunciation and meaning. A second would be the structural key in which the child can recognize small words with which he is already familiar in larger words that are being introduced.

Third is the contextual key. In this approach the child can read a sentence in which all the words are familiar to him except one new word that is being introduced. By knowing the words which form the context for the new word, the child will be able to guess the meaning of the new word. Finally, there is the phonetic analysis key. Beginning with sight vocabulary with which the child is very familiar, vowel-consonant combinations are broken down into simple syllabic units. Total words with significant meaning should be used for breaking into syllable units for learning phonetic analysis.

LANGUAGE ARTS

BILINGUAL-BICULTURAL CURRICULUM FOR GRADE 3

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SKILL A: Is Able To Associate Or Recognize Words With Similar Meanings.

VOCABULARY: Synonym, similar, same, identical, different, definition, meaning, rain, drizzle, precipitation, hot, roasting, boiling, warm, cold, chilly, freezing, cool, frigid, sunny, clear, bright.

First Activity For Skill A

The teacher will provide a duplicated sheet with sentences referring to the different climates of Connecticut. In each sentence, one word will be underlined. Below each sentence there should be three words, one of which is a synonym for the word underlined. The children are to choose the appropriate synonym. For example:

"En invierno el valle de Connecticut es muy frío."

llano   montaña   costa

"Los veranos no son tan calientes como en Puerto Rico."

caluroso   frío   moderado

Second Activity For Skill A

Each child will be given a duplicated paper with a column of words on the left side and blank lines on the right side. On the chalkboard the teacher will write a list of words that are synonyms to the words on the duplicated paper. The words should be ones which could be used to describe the climate of Connecticut. The children will choose and write in the appropriate synonyms for each word on their paper. For example:

robusta
majestuoso
reluciente
atravesar
hallar

fuerte robusta
grandiosa ____________
brillante ____________
cruzar ____________
encontrar ____________

After filling in the synonyms the children can write sentences that describe the climate of Connecticut:

"Luego de una tormenta fuerte, la nieve está reluciente."

Third Activity For Skill A

The class can make a series of cards giving the different meanings of words. A word will be printed and underlined in the upper left-hand corner of each card. On each card will be an explanation of the word and its meaning. For example:

reluciente
Cuando tú miras algo que brilla mucho como la nieve fresca dices que está reluciente. O un carro bien limpio es reluciente. Cuando tu mamá lustra los muebles los deja relucientes. Si te cepillas los dientes todos los días verás como te brillan. Estarán relucientes.

The cards can be kept in an index file in alphabetical order according to the first letter in each word defined. The children can make new cards as new words are presented to the class. The explanation on each card should contain several synonyms for each word so that the cards will aid in the understanding of synonyms.

SKILL B: Is Able To Associate Or Recognize Words With Opposite Meanings.

VOCABULARY: Northern, southern, eastern, western, orient, occident, longitude, latitude, coastal, inland, location, opposite, antonym.

First Activity For Skill B

The teacher will prepare strips of paper with sentences on them. The sentences should use various geographical terms which describe the regions of Connecticut. Each sentence will have one word underlined. For example:

"El norte de Connecticut es una zona montañosa."

The teacher will make a set of cards containing antonyms of the words underlined in the sentences. Each child will select a sentence and then choose from among the antonym cards an appropriate antonym for the word underlined in their sentence. Then the students can make a new sentence using the antonym. Under each new sentence they can copy the original one. For example:

"El sur de Connecticut es una zona de llanos."

"El norte de Connecticut es una zona montañosa."

"La zona del oeste de Connecticut es interior."

"La zona del este de Connecticut es costal."

Second Activity For Skill B

The teacher will make lists of words on the chalkboard such that the top word on each list has one antonym in the remainder of the list. For example:

altura
mogotes
flecha
bajura
elevaciones

The children will choose the correct **antonym** on each list. Each child will be given a duplicated paper which has sentences containing the first words from each list. On a separate paper the children will rewrite each sentence, substituting the antonym for the original word and changing the sentence so that it makes sense containing the antonym. For example:

> "El valle de Watertown se inundó debido a su bajura en relación al río."

Third Activity For Skill B

Each child will be given a duplicated paper with two columns of words. The right column will consist of a scrambled list of words which have synonyms listed on the left side. In front of each of these synonyms will be a blank space where the student can add a prefix to turn the synonym into an antonym. For example:

rostro
descender
cansado
entonar
adorar
marcharse
escuchado

____fatigado
____cantar
____amar
____irse
____oído
____bajar
____cara

SKILL C: Is Able To Organize Thoughts In A Logical Sequence.

VOCABULARY: Highway, street, road, railroad, railroad station, airport, airplane, train, car, truck, trail, boat, bicycle, walk, map, bus, depot, bridge, tunnel, ferry, destination, schedule.

First Activity For Skill C

Each child will be given a duplicate map of Connecticut. The larger towns and cities should be marked on the map. The teacher can tell stories which contain problems concerning getting from one location to another in Connecticut. Someone might have a need to get paper from Hartford where it is produced to Bridgeport where it is sold. The teacher might say:

> "El señor Ramírez de Bridgeport encargó una caja de sobres urgentemente. ¿Como estos le llegarán a él?"

The children will then mark a route from Hartford to Bridgeport on the map. They will try to mark a route which would be the fastest way of getting the envelopes to Mr. Ramirez. Each child can then write a brief description of the route that they chose. For example:

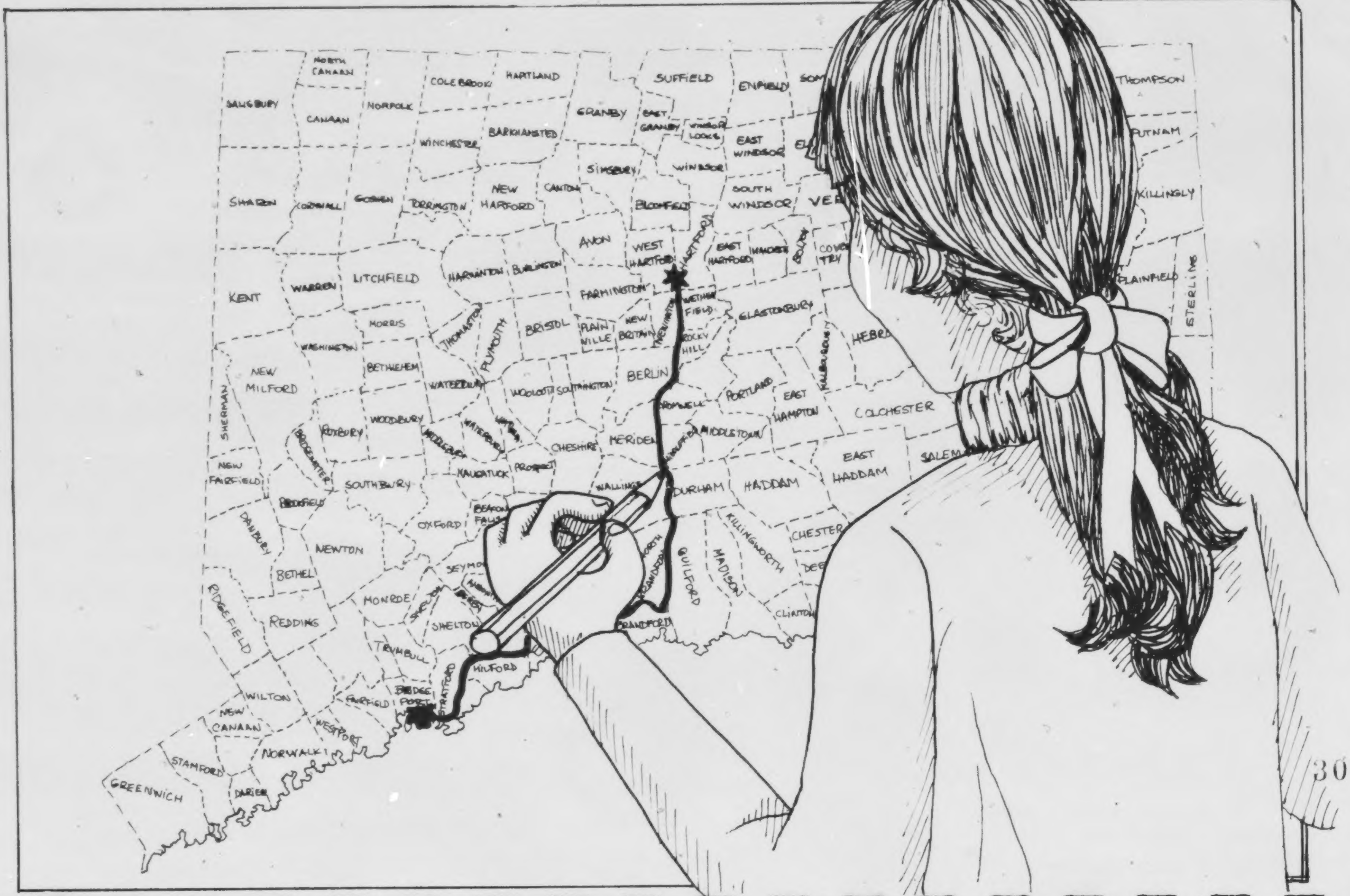
> "La caja irá por camión hasta la estación de tren en Hartford. De allí irá en tren hasta New Haven y en otro tren desde New Haven hasta Bridgeport.

En Bridgeport el Señor Ramírez regogerá la caja con su carro directo de la estación."

or:"El Señor Ramírez pagará para que se la entreguen en un camión de Rouke-Eno Co. directamente en Bridgeport."

or:"El camión de Rouke-Eno Paper Co. llevará la caja a la estación de la Greyhound en Hartford. De allí la Greyhound lo llevará hasta Bridgeport y allí lo recogerá el Señor Ramírez."

First Activity For Skill C:


NORTH CANAAN
SALISBURY
CANAAN
NORFOLK
COLEBROOK
HARTLAND
SUFFIELD
ENFIELD
THOMPSON
GRANBY
EAST GRANBY
WINDSOR LOCKS
EAST WINDSOR
WINCHESTER
BARKHAMSTED
PUTNAM
SIMSBURY
WINDSOR
SHARON
CORNWALL
GOSHEN
TORRINGTON
NEW HARFORD
CANTON
BLOOMFIELD
SOUTH WINDSOR
KILLINGLY
AVON
WEST HARTFORD
HARTFORD
EAST HARTFORD
MANCHESTER
BOLTON
COVENTRY
KENT
WARREN
LITCHFIELD
HARWINTON
BURLINGTON
FARMINGTON
WETHERSFIELD
GLASTONBURY
PLAINFIELD
STERLING
MORRIS
THOMASTON
PLYMOUTH
BRISTOL
PLAINVILLE
NEW BRITAIN
NEWINGTON
ROCKY HILL
HEBRON
WASHINGTON
NEW MILFORD
BETHLEHEM
WATERBURY
WOLCOTT
SOUTHINGTON
BERLIN
CROMWELL
PORTLAND
EAST HAMPTON
COLCHESTER
SHERMAN
ROXBURY
WOODBURY
MIDDLEBURY
WATERTOWN
CHESHIRE
MERIDEN
MIDDLETOWN
EAST HADDAM
SALEM
NEW FAIRFIELD
BRIDGEWATER
SOUTHBURY
NAUGATUCK
PROSPECT
WALLINGFORD
DURHAM
HADDAM
BROOKFIELD
OXFORD
BEACON FALLS
DANBURY
NEWTON
KILLINGWORTH
CHESTER
BETHEL
NORTH BRANFORD
GUILFORD
MADISON
SEYMOUR
RIDGEFIELD
MONROE
SHELTON
REDDING
CLINTON
BRANFORD
TRUMBULL
MILFORD
STRATFORD
WILTON
BRIDGEPORT
FAIRFIELD
NEW CANAAN
WESTPORT
NORWALK
STAMFORD
GREENWICH
DARIEN

SKILL D: Is Able To Orally Reproduce A Series Of Facts In The Same Order They Were Heard.

VOCABULARY: Sequence, order, chronological, Constitution, Declaration of Independence, Convention, Legislature, Executive, Judicial.

First
Activity
For
Skill D

The teacher will read information to the class about a sequence of events in the history of government in Connecticut. For example:

"La Constitución de 1818"

"Connecticut no adoptó una constitución cuando se convirtió en Estado Independiente, sino que continuó bajo la Cédula Real (Charter) de 1662 por casi 40 años, luego de haberse firmado la Declaración de Independencia."

"La necesidad de tener una constitución autorizada por la gente fué tan necesaria que se llamó a una convención en 1818.
Se hizo una elección y por una pequeña mayoría se decidió:
   a) Revocar muchas de las restricciones de voto.
   b) Abolir la unión de iglesia y estado.
Todo comenzó con la Declaración de Derechos, la cual determinaba que el gobierno se dividiera en tres ramas diferentes, que son:
   1) El Legislativo
   2) El Ejecutivo
   3) El Judicial

> También esta Declaración estableció los poderes y deberes de cada departamento.
> Esta Constitución de 1818 con sus reformas continuó en efecto hasta 1965."

> "Una convención fue llamada en 1902 para revisar la Constitución y aunque se hiciéron pocos cambios, la gente la rechazó.
> Pero en 1953 una nueva forma de la Constitución fue adoptada incorporando 47 reformas en su texto principal y se hizo efectiva en 1955."

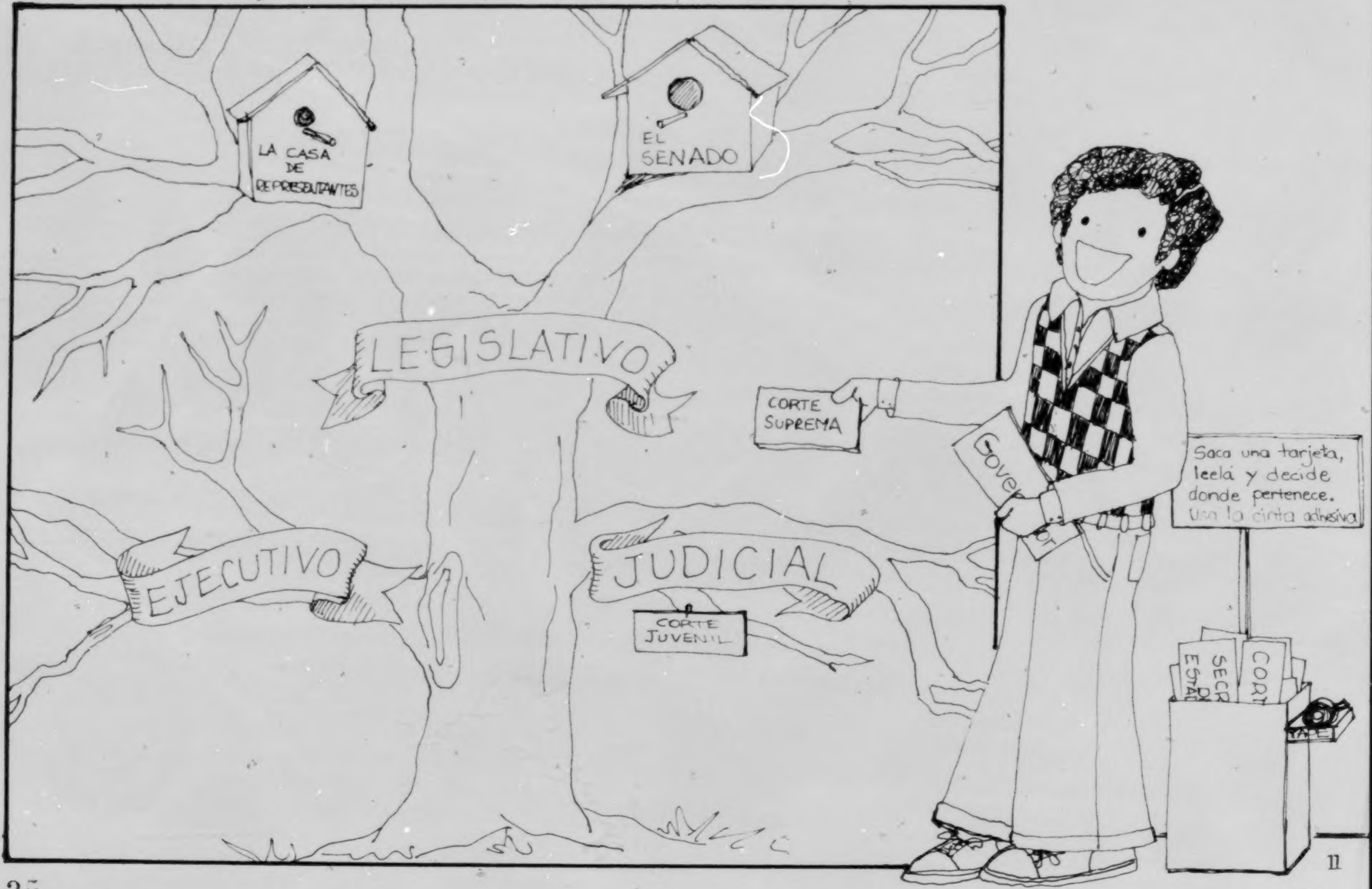
After listening to the story the class should be asked to orally reconstruct the events in proper historical sequence.
The teacher should list the events on the chalkboard as they are dictated by the children.
Special attention should be given to the introduction of new words such as:

- adoptar
- independiente
- Declaración
- Cédula Real
- departamentos
- Legislativo
- Ejecutivo
- Judicial
- definir
- incorporar
- restricción
- estado
- proveer
- autorizar
- convención
- elección
- mayoría
- revocar
- poderes
- deberes
- reformas
- efectivo
- rechazar
- texto
- abolir
- división

Second Activity For Skill D

Based on the historical events described for the activity above, the children will write individual sentences on strips of paper describing these events. These sentences can then be posted on a bulletin board in the order of their historical sequence.

First Activity For Skill D: "Connecticut's goverment"


LA CASA DE REPRESENTANTES
EL SENADO
LEGISLATIVO
CORTE SUPREMA
Gove
or
EJECUTIVO
JUDICIAL
CORTE JUVENIL
SECR D ESTA
CORT
TAPE

Saca una tarjeta, leelá y decide donde pertenece. Usa la cinta adhesiva

SKILL E: Is Able To Make A Written Report Placing Events In A Logical Sequence.

VOCABULARY: Time, beginning, end, winter, spring, summer, fall, autumn, Indian Summer, season, month, January, February, March, April, May, June, July, August, September, October, November, December.

First Activity For Skill E

The teacher can make a set of cards for each season of the year. At the top of the card should be the name of the season and on the card should be a vocabulary list of words associated with the season. For example:

> OTOÑO
> Fresco, ventoso, colores, rojo, amarillo, anaranjado, calabazas, maíz, cambios, templado, lluvia, soleado, temperatura, grados, enfriar, humedad, heladas, señales.

Using one card at a time in seasonal order, the children will refer to the vocabulary lists to construct sentences describing the sequence of seasons and their climates. For example:

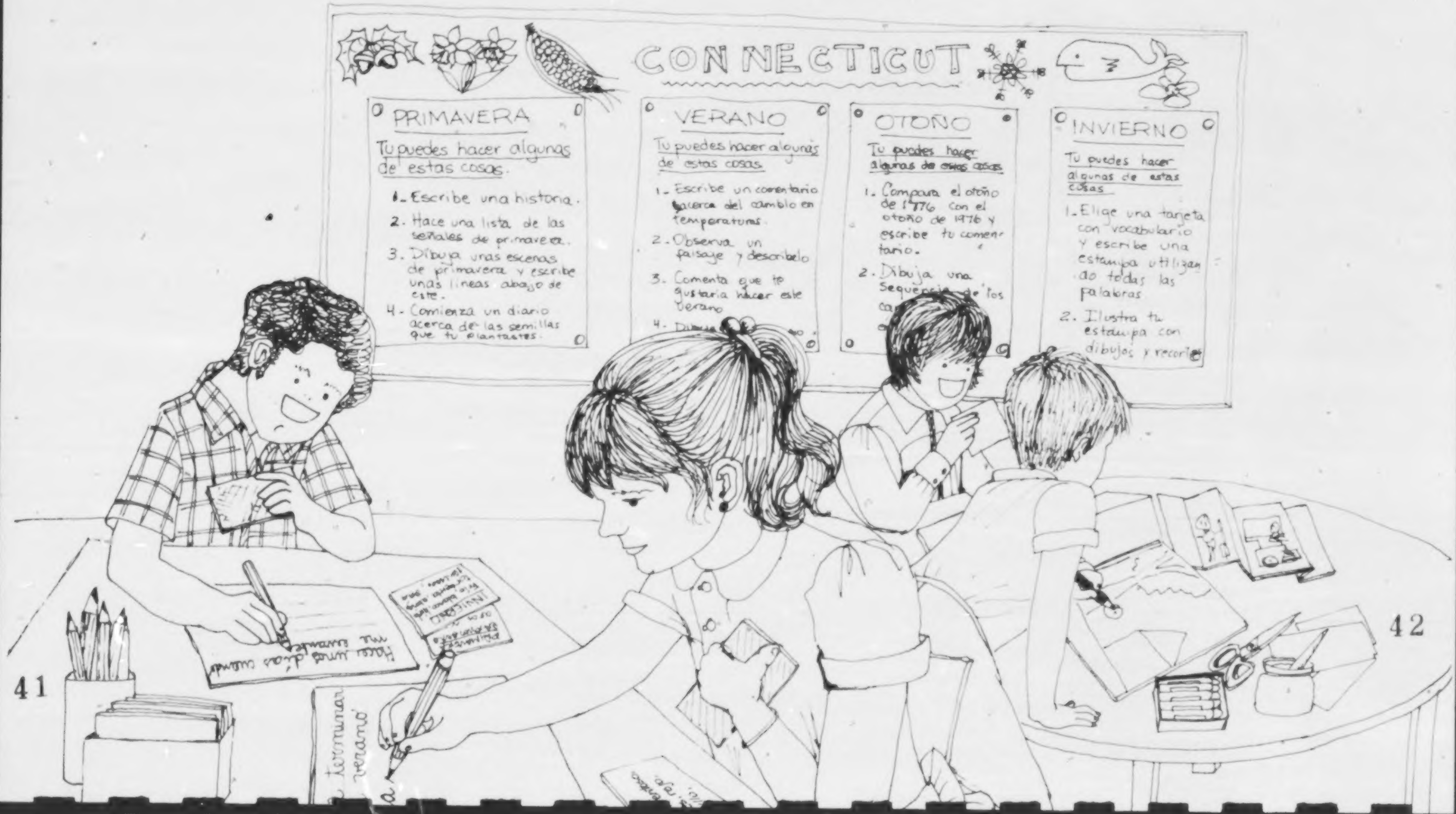
Al terminar el verano ya se sienten los cambios del clima.
Las noches son más frescas.
La temperatura baja poco a poco.

Las calabazas maduran al enfriarse las noches.
El aire es ventoso y los árboles empiezan a cambiar de color debido a la temperatura y humedad del ambiente.
Al final del otoño ya empiezan las primeras heladas.
Es la señal de que el invierno ya está cerca.

Second Activity For Skill E

The children will make time-lines illustrating the sequence of seasons and the changes in weather that occur in Connecticut during a year's period.

First Activity For Skill E: " The seasons in Connecticut"


CONNECTICUT
PRIMAVERA
Tu puedes hacer algunas de estas cosas.
1- Escribe una historia.
2. Hace una lista de las señales de primavera.
3. Dibuja unas escenas de primavera y escribe unas lineas abajo de este.
4- Comienza un diario acerca de las semillas que tu plantastes.
VERANO
Tu puedes hacer algunas de estas cosas
1- Escribe un comentario acerca del cambio en temperaturas.
2. Observa un paisaje y describelo
3. Comenta que te gustaria hacer este verano
4. Dib
OTOÑO
Tu puedes hacer algunas de estas cosas
1. Compara el otoño de 1776 con el otoño de 1976 y escribe tu comentario.
2. Dibuja una Sequencia de los ca
INVIERNO
Tu puedes hacer algunas de estas cosas
1- Elige una tarjeta con vocabulario y escribe una estampa utilizando todas las palabras
2. Ilustra tu estampa con dibujos y recortes
terminar
verano

41

42

SKILL F: Is Able To Distinguish Complete From Incomplete Sentences.

VOCABULARY: Complete, incomplete, finished, missing, rivers, mountains, Long Island Sound, ponds, swamps, hills, downstream, upstream, beach, forest, meadows, fields.

First Activity For Skill F

Each child will be given a duplicated paper with a series of sentences about the geography of Connecticut. Some of these sentences should be complete and others incomplete. On another paper the children can copy the sentences, changing the incomplete sentences so they are complete.

SKILL G: Is Able To Retain Details.

VOCABULARY: Famous, well-known, celebrity, popular, newspaper, politician, athlete, legislator, Congressman, Senator, Governor, Mayor, candidate, leader, officer, President.

First
Activity
For
Skill G

Each child can make a scrap-book of the well-known citizens of Connecticut. They can look through old newspapers and magazines to find pictures and information about these people. After the pictures have been cut out and placed in the scrap-book, a brief description of who the person is and what they do can be written under each picture. The children may need to consult library books to find information about these people. An example of the information would be:

Nombre: Ella T. Grasso
Ocupación: Governadora de el Estado de Connecticut

fotografía

Nació en Windsor Locks, Connecticut el 10 de Mayo de 1919. Sus padres eran James y Maria Tambussi. Fue elegida al Congresso en 1970. Reelegida en 1972.

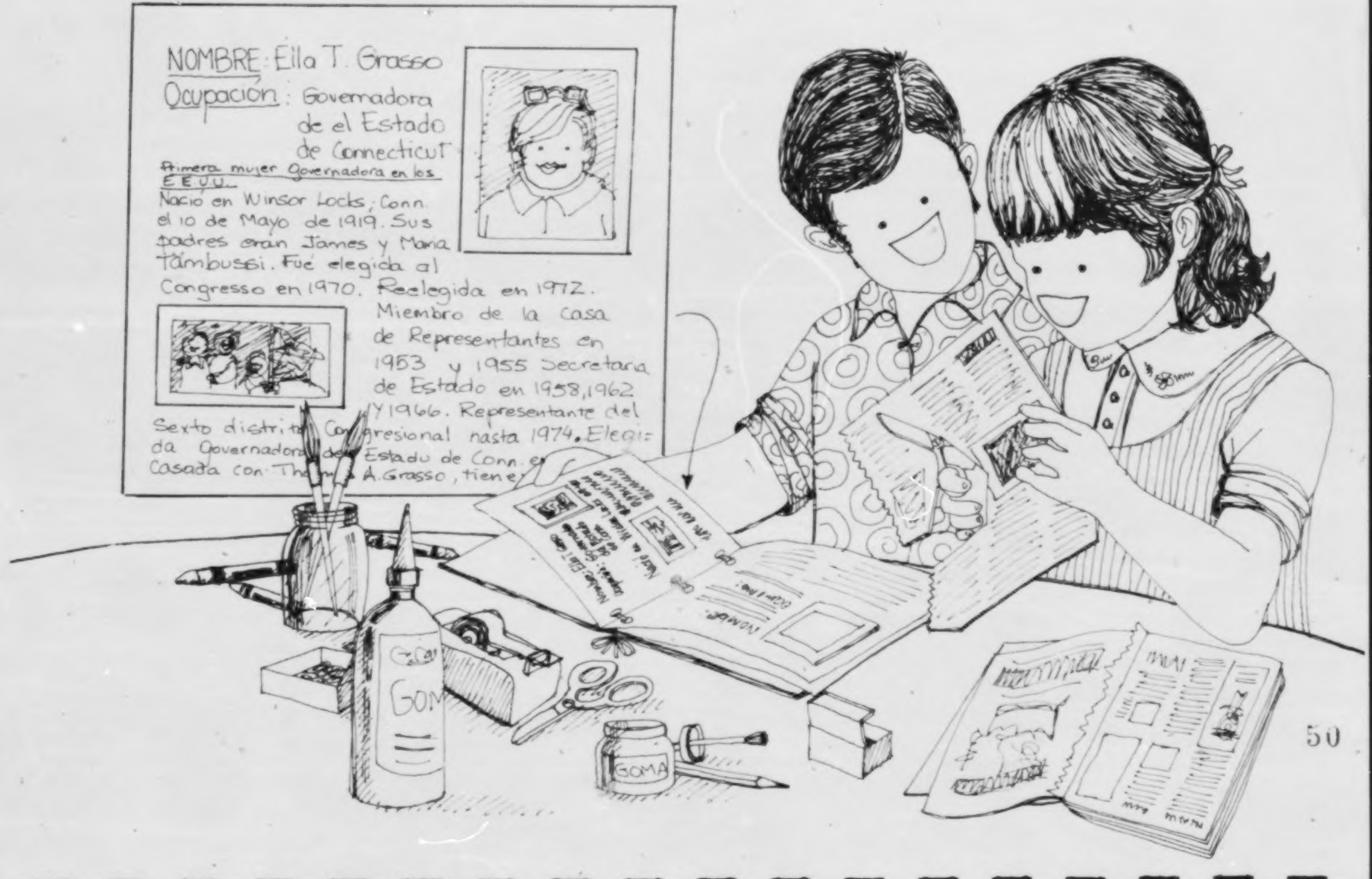
Miembro de la Casa de Representantes en 1953 y 1955.
Secretaria de Estado en 1958, 1962 y 1966.
Representante del Sexto Distrito Congresional hasta 1974.
Elegida Governadora del estado de Connecticut en 1974.
Casada con Thomas A. Grasso, tiene dos hijos, Susane y James.
Primera governadora mujer en la historia de los E.U.

Second Activity For Skill G

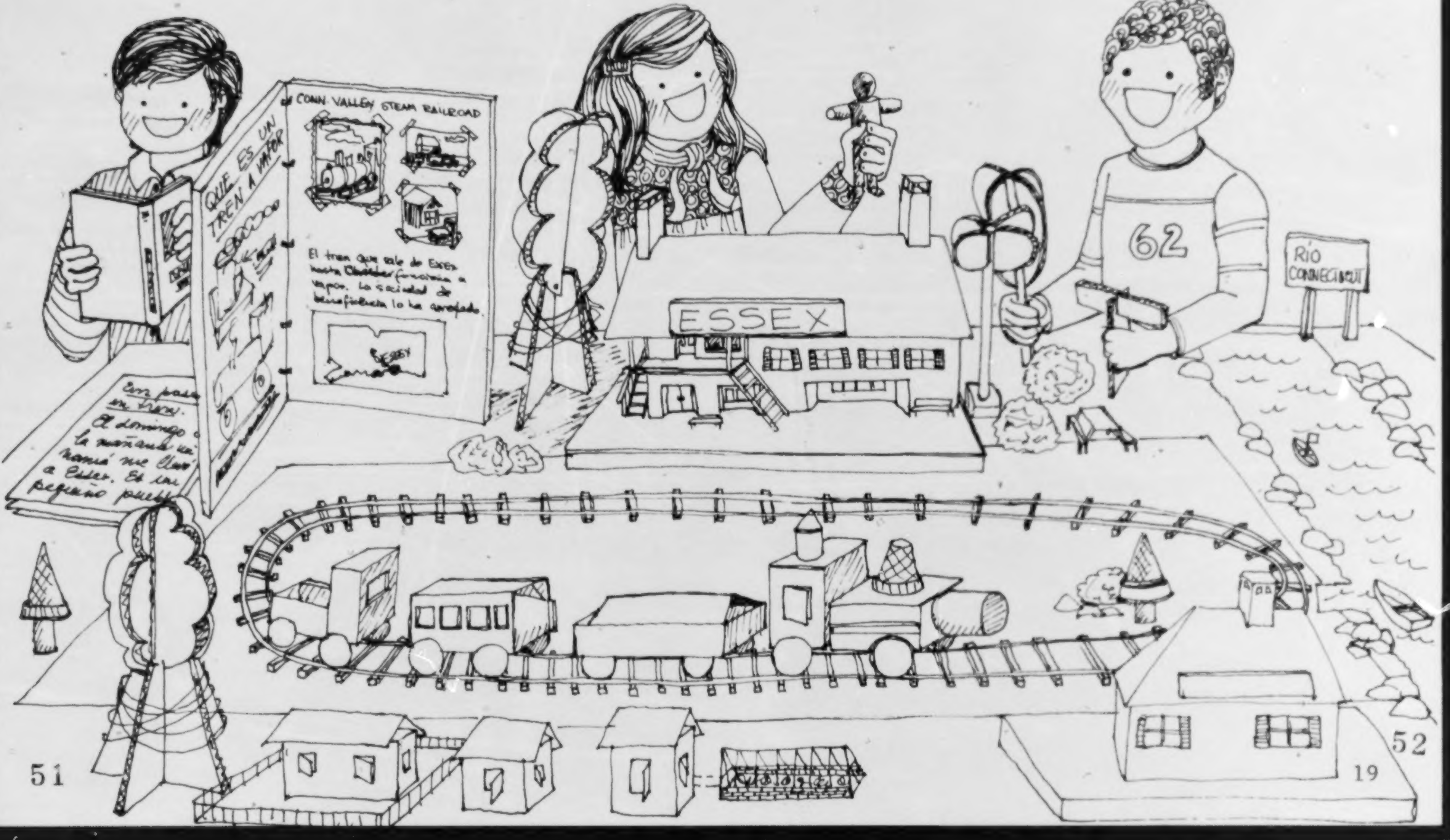
The teacher can make a list of topics which have to do with interesting aspects of Connecticut life. From the list each child can select one topic that sounds appealing. The children should then do research on their topics. They can use books in their classroom and get help from the school librarian. The children should make a report from this information to present to the class. The report could be in the form of an exhibition of materials or, with the help of a resource teacher, a slide presentation could be made. Some of the kinds of topics which the teacher would suggest would be:

1. Los pintorescos puertos pesqueros de Long Island Sound.
2. El tren a vapor que todavía funciona en Essex bajo la Compañía "Connecticut Valley Steam Railroad."
3. La primavera con sus árboles en flor.
4. El puente cubierto de Cornwall sobre el río Housatonic fué construído en 1932.
5. Las iglesias coloniales de las villas y pueblos de Connecticut.
6. La feria de Danbury se celebra en octubre cada año.
7. Connecticut tiene más de 1,000 ríos y lagos que son navegables.
8. El viejo puerto de Old Mystic Seaport.
9. Los deportes en Connecticut son muy variados.
10. Connecticut en invierno.
11. Connecticut en verano.
12. Connecticut histórico.

First Activity For Skill G:


NOMBRE: Ella T. Grasso
Ocupación: Governadora de el Estado de Connecticut
Primera mujer Governadora en los EE.UU.
Nació en Winsor Locks, Conn. el 10 de Mayo de 1919. Sus padres eran James y Maria Tambussi. Fué elegida al Congresso en 1970. Reelegida en 1972. Miembro de la Casa de Representantes en 1953 y 1955 Secretaria de Estado en 1958, 1962 Y 1966. Representante del Sexto distrit Congresional nasta 1974. Elegi: da Governadora de Estadu de Conn. e
Casada con Th A.Grasso, tiene
NOMBR.
GOMA
GOM
GOMA

Second Activity For Skill G: " Creating a display of an interesting aspect of Connecticut's life"

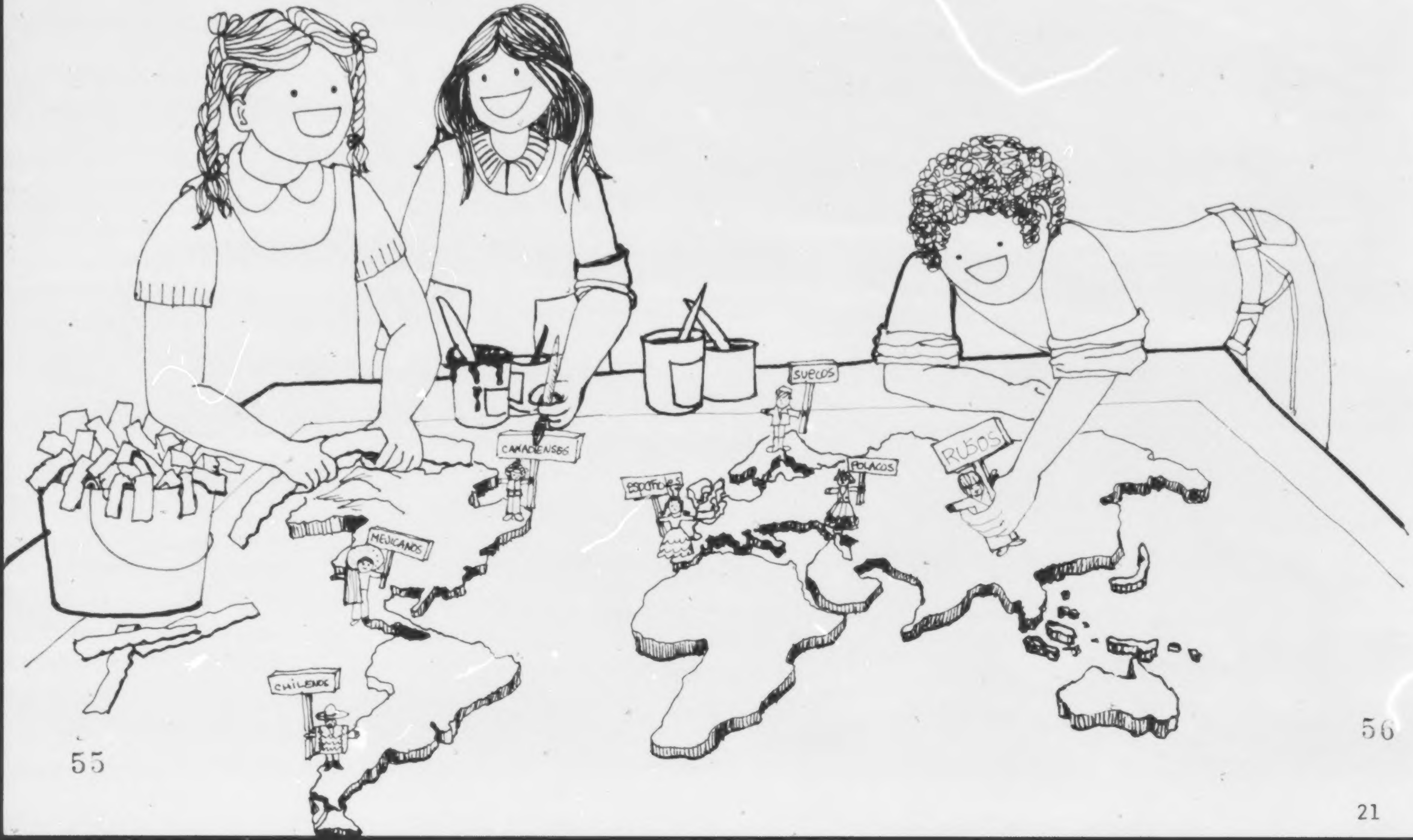

QUE ES UN TREN A VAPOR
CONN. VALLEY STEAM RAILROAD
El tren que sale de Essex hasta [illegible] funciona a vapor. La sociedad de beneficencia lo ha arreglado.
ESSEX
Un paseo en tren.
El domingo a la mañana mi mamá me llevó a Essex. Es un pequeño puebl
ESSEX
62
RIO CONNECTICUT

SKILL H: Is Able To Associate Words, Terms, And Names With Graphic Details.

VOCABULARY: Country, continent, ocean, Europe, Asia, South America, North America, Ireland, France, England, Scotland, Puerto Rico, Germany, Russia, Portugal, Poland, Africa.

First Activity For Skill H	The class can construct a large paper maché relief map of the world. They can locate on this map the countries from which the various nationality groups in Connecticut come. These various countries can be marked with paper dolls depicting children wearing the native costume of each country. Each paper doll can be holding a sign with the name of the people living in that country. For example, a small boy could be located in Italy with a sign that says, "Italianos."
Second Activity For Skill H	The children can look in an encyclopedia to find information about the immigration of various nationality groups into the United States. If information is available the children should find out the years of highest immigration and the number of people who immigrated during those years for each group. When this information has been collected the children can make a chart with the name of the country in the first column, the years of principal immigration in the second, and the numbers of people in the third.

First Activity For Skill H: "Locating the sources of inmigration to Connecticut"


SUECOS
CANADIENSES
RUSOS
POLACOS
españoles
MEJICANOS
CHILENOS

SKILL I: Is Able To Organize Projects In Logical Steps.

VOCABULARY: Colonial Period, Revolutionary Period, Civil War Period, Reconstruction Period, house, church, school, meeting house, town hall, inn, stable, mill, green, market, street, factory, well, pump, buggy, automobile, village, organize, plan, assign, build, construct.

First Activity For Skill I

The class can construct model villages to illustrate the way of life in each principal period of American history. The principal purpose of the project would be to provide an exercise in organization. The class could be divided into groups so that each group would construct one village. Each group can organize to collect information about what villages were like during each period. They could collect information about the geographic location of villages, their size, population, trades practiced, building characteristics, building materials, sizes of buildings, and use of buildings. After this information has been collected the children in each group will make a plan which includes all the steps necessary to carry out the construction of the model village. These steps should be organized in a logical sequence and then written on a chart. Each child will be given the responsibility of carrying out one or more of the steps.

SKILL J: Is Able To Copy Sentences.

VOCABULARY: Copy, write, reproduce, gardening, hunting, fishing, farming, trading, whaling, candlemaking, pottery, glassblowing, weaving, silversmith, tinsmith, blacksmith, carpenter.

First
Activity
For
Skill J

The teacher should write a set of sentences on the chalkboard. These sentences should be descriptive of the Connecticut Colonial economy. There could be sentences about the food supply, the way goods were exhanged, or the way people learned new trades. The children should copy these sentences with complete accuracy including correct punctuation. Some example sentences would be:

"Descripción de una familia colonial en los Estados Unidos y las bases para sus recursos alimenticios"

"La familia Jones vivía muy modestamente.La casa era pequeña pero estaba situada en el medio de varias cuerdas de tierra. Tenían un camino principal y uno más pequeño que conducía a la quinta.
Este camino era de adoquines y guijarros que encontraban cuando cultivaban la tierra.
La familia Jones cultivaba sus propias legumbres y verduras y además poseían varios árboles frutales en su propiedad.
Detrás de la casa principal había un establo muy estrecho, con

escasa luz y pobre ventilación.

Este establo estaba destinado a varios usos, uno de los cuales era albergar a dos vacas lecheras y tres bueyes.Además había un cerdo,una chiva y varias gallinas.

Las vacas les proveían leche a los Jones durante casi todo el año y los bueyes ayudaban a arar la tierra donde se plantaban el maíz y el trigo.

Al costado del establo los Jones mantenían un corral con varias ovejas que los proveían con la lana tan necesaria para la vestimenta como para los colchones y otros usos domésticos.

El cerdo les proveía con carne que ellos ahumaban y conservaban para usar durante el invierno cuando no podian cosechar.

Además de la fuente de proteína que esta carne les daba, ellos utilizaban otras partes del cerdo para aceite, grasa, la piel para botas y maletas, etc.

La familia Jones también vendía o intercambiaba estos productos por otos que sus vecinos tenían en la feria local, creando así el sistema de trueque y ampliando el mercado de alimentos, tan necesario para sobrevivir en aquellos tiempos."

SKILL A: Is Able To Classify Words And Phrases According To The Sensory Mode With Which They Are Associated.

VOCABULARY: Hearing, tasting, smelling, seeing, touching, aroma, perfume, plume, feather, sun, crunching, melody.

First Activity For Skill A

The teacher will write phrases on the chalkboard which are descriptive of Puerto Rican landscapes. The children can divide a piece of paper into several sections corresponding to the different sensory modes. There could be sections for hearing, tasting, smelling, seeing, and touching. Into each section the children should copy those words or phrases which are associated with each sensory mode. An example of some phrases which have sensory association and which the teacher could write on the chalkboard would be as follows:

Isla de Vieques, con tu aire aromado de rosas tienes playas que parecen cabellos de maíz maduro.
En las noches tu mar nos arrulla a dormir y en las mañanas tus ruiseñores musicalizan escalas.
Tus vientos son suaves como plumas y el aire de las lomas gime entre tus palmares.
La arena cruge bajo el trote de mi caballo y siento tu sol acariciándome el rostro. ¡Isla de Vieques, eres como una melodía para nosotros!

An example of the way the children might classify information would be as follows:

OIR:	"Tu mar nos arrulla a dormir." "Tus ruiseñores musicalizan escalas." "El aire de las lomas gime entre tus palmares." "La arena cruge bajo el trote de mi caballo." "Eres como una melodía para nosotros."
OLER:	"Aire aromado de rosas."
VER:	"Tus playas parecen cabellos de maíz maduro."
TOCAR:	"Tus vientos son suaves como plumas." "Tu sol acariciándome el rostro."

Second Activity For Skill A

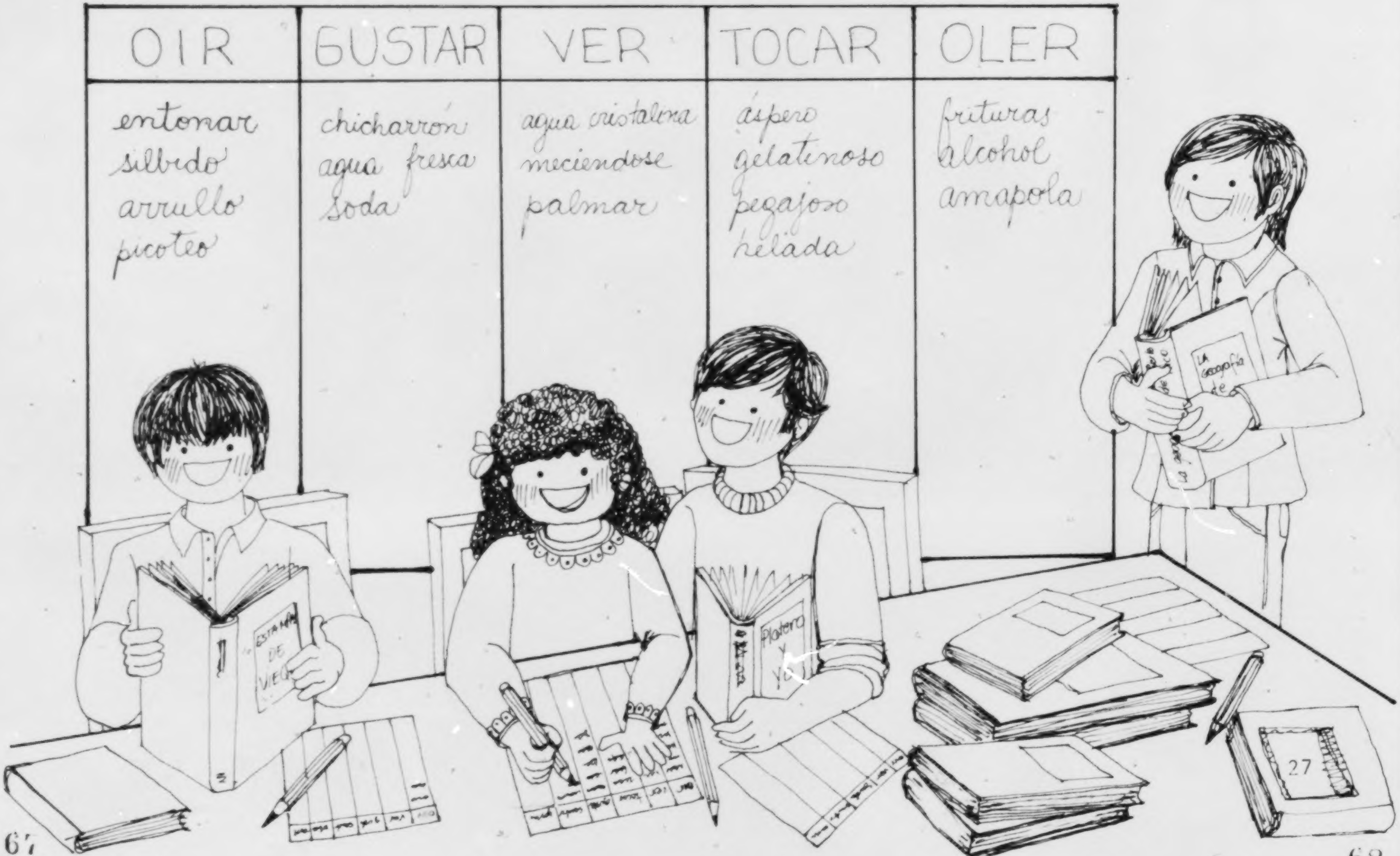
Each child will divide a paper into five columns. At the top of the columns they will write the five titles, "Oir," "Ver," "Gustar," "Oler," and "Tocar." The children can look through story and poetry books to find words that are associated with these different sensory modes. These words should be written in the columns with which they are most closely associated. Some of the kinds of words the children might find are:

musicalizar
aromatizar
calzar
picotear
entonar
chicharrón
dibujos
mecerse
alcohol
palmar
silbar
frituras

The way the children might classify these words would be as follows:

OIR	VER	GUSTAR	OLER	TOCAR
musicalizar entonar silbar	dibjuos palmar	chicharrón frituras	aromatizar alcohol	calzar picotear mecerse

Second Activity For Skill A:



OIR	GUSTAR	VER	TOCAR	OLER
entonar	chicharrón	agua cristalina	áspero	frituras
silbido	agua fresca	meciendose	gelatinoso	alcohol
arrullo	soda	palmar	pegajoso	amapola
picoteo			helada	

ESTAMPAS DE VIEQ
Platero y Yo
LA Geografía de
27

SKILL B: Is Able To Recognize When Adjectives And Nouns Agree In Gender And Number.

VOCABULARY: Noun, adjective, gender.

First Activity For Skill B

A list of adjectives should be written on the chalkboard. The words should be appropriate for describing different aspects of Puerto Rican life. They should also be appropriate for describing persons, places and things. An example word list would be:

LEE ESTAS PALABRAS

emocionada
alimenticia
dulce
húmedo
felices

elevadas
ondeadas
fértiles
intrépida
bienhechor

profundo
hueca
navegable
agrias
valientes

The teacher should explain that these are adjectives, that they describe persons, places or things. Then each child should be given a duplicated paper. At the top of the paper should be three columns into which the words can be classified as to whether they most appropriately describe a person, a place or a thing. For example:

> CLASIFICA ESTAS PALABRAS Y ESCRIBELAS DEBAJO DE CADA COLUMNA. Presta atención a cada una. Con ellas tú puedes describir una persona, una cosa o un sitio.

PERSONA	COSA	SITIO
emocionada	alimenticia	húmedo

At the bottom of the page should be a place where sentences can be created using the adjectives as parts of sentences. For example:

> ESCRIBE SEIS ORACIONES USANDO LAS PALABRAS DE ESTE EJERCICIO. Con dos describiendo a una persona, dos a una cosa y dos a un lugar tu puedes formar estas oraciones.

____

____

____

____

____

____

Second Activity For Skill B

Prepare a box containing small cards. On half the cards there should be adjectives and on the other half nouns. Half of each type of card should contain singulars and half plurals. Similarly, half should contain feminine words and the other half masculine words. The children will take turns taking pairs of cards from the box. The first object of the activity is for the children to pick one adjective and one noun. If the children can state correctly that they did or did not pick this kind of pair, they will get one point. The second object is for those children who picked a noun-adjective pair to state correctly whether the pair agrees by number. If they can do this they get another point. The third object is to have the children state correctly if the noun-adjective pair agrees by gender. Another point is given for this. Finally, if a child has picked a noun-adjective pair which agrees in number and gender he should be given the opportunity to form a grammatically correct sentence using the pair. If this is done correctly the child gets an extra two points.

SKILL C: Is Able To Form The Plural Of Words Ending In "z" By Changing Them To "c" (Soft) And Adding "es."

VOCABULARY: Singular, plural, ending, change, substitute, replace.

First Activity For Skill C

The teacher will write a short story on the board about aspects of the Tainos' lifestyle. The story should be written in the singular and the words that end in "z" should be underlined. The children will rewrite the story, forming the plurals of these words. The teacher should stress how these plurals are formed. For example:

"Había una vez, un indio taíno que vivía en los bosques y nunca salía. El no era un hombre felíz. El trabajo que los españoles le obligaban a hacer era muy duro y desapareció en la luz del bosque.

El tenía una cruz escondida en su ropa. Ésta le ayudaba a mantener la esperanza que algún día el volvería a eschuchar la voz muy querida de su compañero. En el bosque, él tenía que ser veloz para protegerse de el animal feroz.

Alguna vez él podía pescar un pez para comer, pero en general se alimentaba con una baya y una raíz silvestre por día."

SKILL D: Is Able To Form The Plural Of A Word By Adding "s" Or "es" At The End Of The Word.

VOCABULARY: Bohío, indio, canoa, tribu, güimo, tortuga.
Caracol, sol, animal, temporal, español, árbol, azul, cual.
Tambor, pescador, lugar, lograr, cazador, hogar, mar y color.

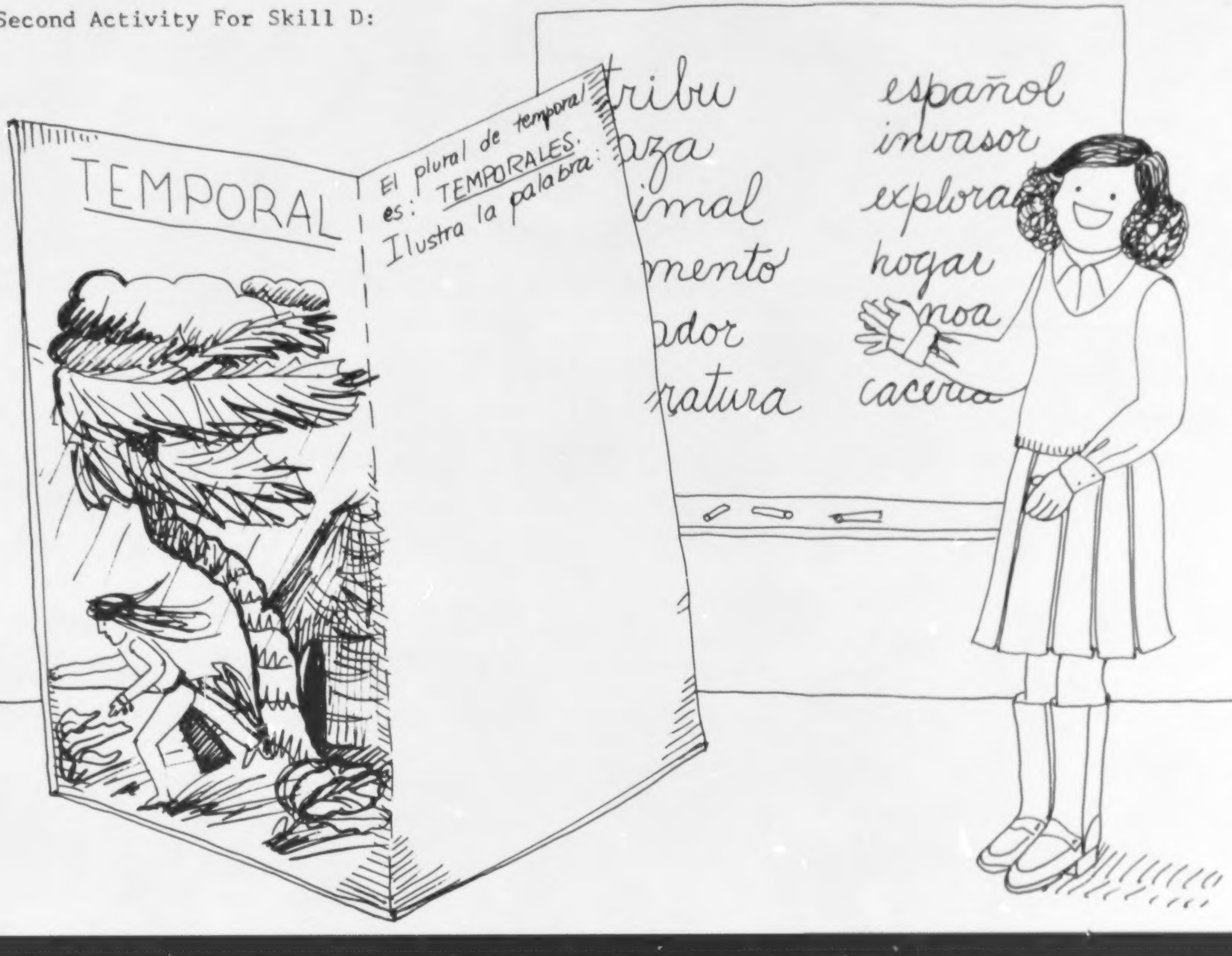
First Activity For Skill D

The teacher will provide the children with duplicated sheets. On the left side there will be a column of words under the title "SINGULAR" and on the right side there will be blanks under the title "PLURAL." The children will fill in the blanks with the plural form of the singular words.

Second Activity For Skill D

Each child will have a piece of white paper, which they should fold in half. The teacher will write a list of singular words on the blackboard, and each child will take a different word and illustrate it on the left half of the paper. Then, the children will all pass their papers to the right. Now, the children will write the plural form of the word on the paper, and illustrate the plural on the right half. The teacher should post all the papers on the wall.

Second Activity For Skill D:


TEMPORAL
El plural de temporal es: TEMPORALES. Ilustra la palabra:
tribu
aza
imal
mento
ador
ratura
español
invasor
explora
hogar
noa
cacería

SKILL E: Is Able To Write Complete Sentences.

VOCABULARY: Sentence, complete sentence, period, capital letter, capitalization, small letter, location, town, mountain, shore, complete thought, rain, humidity, wind, meteorology, hurricane, electric storm.

First Activity Foe Skill E

The children will study the climate of the different regions in Puerto Rico. Then they will make up sentences describing the characteristics of one of these climates. The teacher should emphasize the use of correct punctuation. For example:

"La sierra de Luquillo es una de las zonas más lluviosas de Puerto Rico. Las montañas y los vientos alisios afectan la distribución de la lluvia en nuestra isla.

Los vientos alisios son vientos secantes que al cruzar el océano atlántico se cargan de humedad.

Al encontrarse con las montañas se ven obligados a subir.

Al subir, los vientos se enfrían y el vapor de agua que llevan se convierte en lluvia. La zona norte de la isla tiene muchas montañas altas y por eso es una zona lluviosa.

Cuando los vientos bajan la montaña, sucede lo contrario. Los vientos se calientan y absorben la humedad que encuentran a su paso.

Por esto es que la zona sur es la región más seca de Puerto Rico."

SKILL F: Is Able To Orally Summarize And Transmit Information Without Repeating Verbatim.

VOCABULARY: Communicate, communication, transmit, orally, receive, message, repeat, text, information, summary, summarize.

First Activity For Skill F

The teacher will give a lecture on the organization of the Puerto Rican government at both the state and municipal levels. The teacher should explain the role that each plays in the total governmental structure of Puerto Rico. Then, each child should decide on a topic to report on the next day. Each child will talk to the class, explaining in his or her own words what he/she learned the day before. The teacher's explanation can be something like the following:

"La Casa del Pueblo o Alcaldía"

"La alcaldía es donde se reunen los hombres de gobierno. Ellos se reunen en un salón. Éste salon se llama asamblea y a los hombres se les llama asambleístas. Los asambleístas discuten sobre proyectos de ley y ordenanzas (municipales).

Ellos pueden pasar ordenanzas sobre la limpieza pública, embellecimiento del pueblo, recreación, mantenimiento, servicios médicos y tránsito local.

Las ordenanzas de la Asamblea Municipal deben ser aprobadas por el alcalde.

El alcalde tiene~~n~~ un tesorero y un secretario.

Ellos son funcionarios públicos.

El tesorero brega con el dinero del municipio.

El dinero del municipio sale de las contribuciones que pagan los dueños de las casas y los negocios que hay en el pueblo.

Con ese dinero se pagan los gastos del municipio.

El secretario toma las notas de las reuniones donde los asambleístas toman acuerdo.

El alcalde tiene mas personas que le ayudan.

El auditor examina las cuentas y autoriza los pagos.

El director escolar que se entiende con los asuntos escolares.

El director de beneficiencia que tiene a su cargo la salud pública.

SKILL G: Is Able To Use Correctly Each Of The Simple Sounds Of The Spoken Language (Phonemes).

VOCABULARY: Na, nada, pa, para, to, todo, "s" and "d" finales.

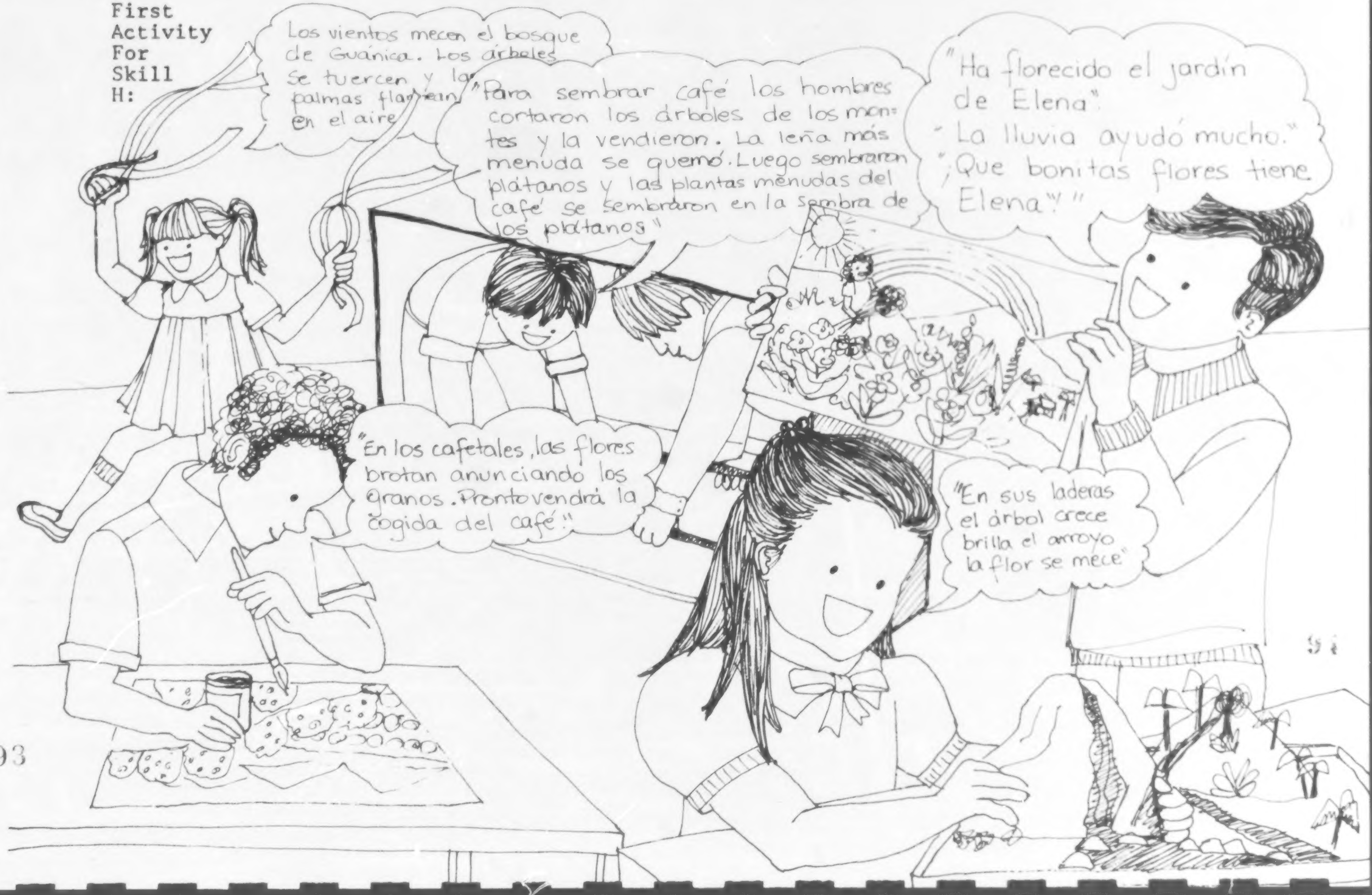
First Activity For Skill G	In this activity it is necessary for the teacher to listen very carefully to each child's speech, as the activity is based mainly on the proper use of language. The children will read aloud and carry on conversations. The teacher will point out improper pronunciation and word-usage as they occur. For example, a child might say, "Ven pa acá!" and the teacher should correct, "No, it should be said, 'Ven para acá!'."

SKILL H:	Is Able To Derive Appropriate Cognitive Imagery From Verbal Descriptions.

VOCABULARY: Spoken, oral, description, image, idea, picture, painting, visual, view, artist, art, writing, explain, imagination, relationship, discuss, coast, shore, inland, farmland, village, city, resort, country, forest, jungle, beach, plantation, sounds, movements, feelings.

First Activity For Skill H	The teacher will make reading materials about the geography of Puerto Rico available to the children; these should be rich in descriptive imagery. The children should express their perception of the places they read about through different mediums. They can paint, draw or make a model with odds and ends. They can express through movement the sensations that they felt as they were reading this material. They can use different musical pieces to make these images more meaningful.
Second Activity For Skill H	The group will then get together and discuss the relationship between the descriptive writing and their creative expressions.

First Activity For Skill H:


Los vientos mecen el bosque de Guánica. Los árboles se tuercen y las palmas flamean en el aire
"Para sembrar café los hombres cortaron los árboles de los montes y la vendieron. La leña más menuda se quemó. Luego sembraron plátanos y las plantas menudas del café se sembraron en la sombra de los plátanos"
"Ha florecido el jardín de Elena". "La lluvia ayudó mucho." "¡Que bonitas flores tiene Elena!"
"En los cafetales, las flores brotan anunciando los granos. Pronto vendrá la cogida del café!"
"En sus laderas el árbol crece brilla el arroyo la flor se mece"

SKILL I: Is Able To Write Sentences Which Describe Cognitive Imagery.

VOCABULARY: Imagery, recreate, imagine, dream, feel, rain forest, humid, thick, green, leaves, colors, hanging vines, flowers, birds, insects, snakes, lizards, reptiles, heat, cool, wet, waterfall, swim, waterhole, lost, company, scared.

First Activity For Skill I

The teacher will read descriptions or stories describing the geography of Puerto Rico. These should include descriptions of the native flora and fauna of each area. The teacher will discuss with the children the images that these stories create, talking about the colors, textures, sounds, and smells of these areas. The children will then write sentences describing what it would be like to be in one of these areas. For example, the teacher could read a long and beautiful description of "El Yunque." It should contain a lot of description of its vegetation, humidity, animal-life, flowers, the smell of wet earth, the lights and shadows of its dense forests, the different shades of green, the winding paths through tall palms and flowering trees, etc. Then the children will try to imagine that they have gotten lost in the rain forest. They should try to re-create this dream, writing in complete sentences with plenty of descriptive imagery.

SKILL J: Is Able To Identify And Use Correctly Compound And Derivative Words.

VOCABULARY: Picaflor, campesino, platanal, zanjón.

First Activity For Skill J

The teacher will write lists of words on the board some of which are compounds. For example:

picaflor
pasatiempo
trabalengua
Rosalina
montaña
girasol
conserje
cumpleaños
albañil
sordomudo
malcríado
beneficio
medianoche
saltamontes
cortaplumas
carpintero
rompecabeza
balneario
cualquiera
equipaje

The children will underline those which are compound words and then they will divide these words into two separate columns. For example:

pica	flor
pasa	tiempo
traba	lengua
gira	sol
cumple	años
sordo	mudo

Second Activity For Skill J

The children will try to write sentences using the compound words from the previous exercise.

For example:

- Hoy vi un picaflor libando en una flor.
- Cuando termine mi trabajo leí un libro como pasatiempo.
- La palabra "otorrinolaringólogo" es un trabalengua, es mas fácil decir doctor de nariz, garganta y oídos.
- En mi próximo cumpleaños yo voy a cumplir nueve años.
- Un niño que no habla o escucha es un niño sordomudo.

Third Activity For Skill J

The teacher will prepare duplicated sheets of sentences containing blank spaces. In these blank spaces the children will write the proper derivative words that complete the context of the sentence.

On the top of the paper the children will have a list of the derivative words that they can use in this exercise. For example:

campesino
florero
dibujante
campanario

1. Para que las flores no se sequen las debes poner en un _______ con agua.
2. El señor Ramirez sabe dibujar muy bien, por eso él trabaja como ________ en el periódico.
3. La campana no sonó esta mañana, El padre José se olvidó de subir al ______________.
4. Los hombres que trabajan en el campo son _________________.

Fourth Activity For Skill J

The teacher will write on the left side of the board a column of derivative words and blank spaces on the right side. The children will take turns writing the word from which these words were derived in the blank spaces. For example:

Tazón	taza
zanjón	
corazonceto	
azuloso	
zumbador	
cazador	
ventanal	
guayabal	
platanal	

Fifth
Activity
For
Skill J

The children will write the suffixes to the root words given by the teacher. For example:

Escribe dos sufijos que to crees pueden formar palabras derivadas de las siguientes raíces.

CAM ino

CAM inero

CAM inante

CAM inata

PAN adero

PAN adería

PAN ecillo

SKILL K: Is Able To Identify, Spell, And Use Correctly "Neologismos" And "Extranjerismos" From The Spanish Language.

VOCABULARY: Create, borrow, "anglicísmo," "neologísmo," "extranjerísmos."

First Activity For Skill K

A "neologísmo" is a new word created by the people who speak the language for specific purposes, such as industry or science. For example:

"robot", "radar", "astronauta".

The teacher will write on the board examples of "neologismos" and the children will divide them into columns according to their use. For example:

CIENCIA	INDUSTRIA
cosmonauta	piquetes
circunvalar	paquetero
astronauta	embalador
alunizaje	hojalatero
aeronave	automatización

"Neogolismos" could also be compound words. For example:

antiproyectíl aeromoza

Second
Activity
For
Skill K

An "extranjerismo" is a word that is borrowed from another language. Spanish contains many words that come from other languages such as Latin, Greek, French, Arabic, and several American Indian languages:

alcalde, alquacil, azotes (Arabian)

hijo, mesa, pedregoso (Latin)

iglesia, ángel , bautizar (Greek)

hotel, sargento, silveta (French)

batey, condor, rótulo, aquacate, tiza (Indian Languages of America)

In Puerto Rico many words come from the English language. Those "extranjerismos" are called "anglicismos" (meaning "anglo"). The children will divide a list of words on the board into columns labeled according to their use. For example:

DEPORTES	INDUSTRIA	COMIDAS
catcher	starter	sandwich
standard	wiper	ice cream
home-run	cold cream	hamburger
baseball	flash-light	pop-corn
knock-out	freezer	lunch

Sometimes when trying to translate words into Spanish, people adapt "extranjerismos" to their language. For example:

for	beauty parlor	they will say	Salón de belleza
for	map	they will say	mapo
for	team	they will say	equipo
for	week-end	they will say	fin de semana
for	girl-scout	they will say	niña guía

It is very important to enrich the Spanish language but the indiscriminate use of "extranjerismos" can also destroy it.

SKILL L: Is Able To Identify And Use Proper Nouns, Common Nouns, And Collective Nouns.

VOCABULARY: Puerto Rican, "riopedreño," "antillano."

First Activity For Skill L

The teacher will review the use of nouns. For example:

"La palabra hombre sirve para designar una persona."

"La palabra caballo sirve para designar un animal."

"La palabra serrucho sirve para designar una cosa.

Then the teacher will explain that nouns are divided in three categories which are:

1. NOMBRE COMUN
   (El que se aplica a todas las personas, animales o cosa de uno misma especie o clase) For example:

   martillo
   carpintero
   mujer
   casa
   gato
   lechón

2. NOMBRE PROPIO
(El que se le da un solo ser determinado (persona, animal o cosa) para distinguirlo de los demás de su misma especie o clase.)
For example:

José España Atlántico

Proper nouns are always written with capitals. Titles of books or movies can be used as proper nouns. For example:

"Las memorias de un viajante"

"Platero y yo"

"La vuelta al mundo en 80 días"

The way we call people with authority can be used as a proper noun. For example:

"Su Santidad"	(el PAPA)
"Su Majestad"	(el REY)
"Su Excelencia"	(el MINISTRO, O PRESIDENTE)

3. NOMBRES COLECTIVOS GENTILICIOS
   a. (El que se aplica a un nombre derivado de un país, región o lugar)
   b. (El que se aplica a un grupo de animales o cosas de una misma categoría) For example:
      a. Los Gentilicios, por lo general, terminan en:

      ense - eño - ence - ego, egas - ano - ana - es - esa.

puertorriqueño	carolinense
noruegas	costarricence
mayaguezano	americano

b. Los Colectivos son:

vertebrados
mamíferos
Católicos
Protestantes
Judíos

Second Activity For Skill L

The teacher will give the children a list of "nombres gentilicios" of frequent usage and the children will write the proper noun from which they were derived:

alemán	Alemania
americano	América
antillano	Antillas
árabe	
argentino	
asiático	
australiano	

The teacher can make a ditto of the "nombres gentilicios" for each municipality of Puerto Rico. For example:

cagueño	Caguas
riopedreño	Rio Piedras
viequense	Vieques
mayaguezano	Mayaguez
aguasbonense	Aguas Buenas
toabajeño	Toa Baja
toalteño	Toa Alta
vegalteño	Vega Alta
salinense	Salinas
yaucano	Yauco
orocoveño	Orocovis
caborrojeño	Cabo Rojo

SKILL M: Is Able To Break Words Into Syllables For Spacing At The End Of A Line Of Writing.

VOCABULARY: Syllables, hyphen, hyphenate, margin, nationality.

First Activity For Skill M

The teacher will explain how words are classified according to the number of syllables they have. For example:

MONOSILABAS (If they have only one syllable)

pan, pez, sol, luz.

POLISILABAS (If they have several syllables)

jor-nal, cá-ma-ra, na-cio-na-li-dad

Polisílabas are also sub-divided. The teacher will explain that:

bisílabas are words with two syllables, such as ca-sa, pa-dre, can-ción.
trisílabas are words with three syllables, as tra-ba-jo, ár-bo-les.
cuatrisílabas are words with four syllables, as car-pin-te-ro, na-ve-gan-te, as-tro-nau-ta.

To count the number of syllables in a word, we look at the vowels (vocales fuertes y débiles): the strong vowels are: a, e, o.
the soft vowels are: i, u.

The rules to count the number of syllables are as follows:

1. When two strong vowels are together each forms a syllable:

   co-rre-o Le-o-nor ca-ca-o

2. When the strong vowels are together with the soft vowels or two soft vowels are together, each union forms a syllable:

   bien, buey, ai-re, vio-le-ta, cui-da-do.

3. If a soft vowel has an accent it forms a syllable:

   rí-o ba-úl Ma-rí-a

When two vowels, a soft and a strong one, or two soft ones, are together they form a syllable called a diphthong:

frai-le cau-sa pei-ne
oi-go duer-me pue-de

When three vowels are together, a strong one between two soft ones, and are pronounced in one voice, that syllable is called a triphthong:

buey a-ca-ri-ciais a-ve-ri-guais

When we have to divide a word at the end of a line, the syllables remain unchanged. For example:

En un camino de montaña tú debes guíar con cui-
dado.

Second Activity For Skill M

The teacher will prepare duplicated sheets containing columns of words on the left side and a divided page on the right side. The children will read the word, divide it into syllables, and write the numeral for the amount of syllables the word has. For example:

sílaba	sí	la	ba					3
almuerzo	al	muer	zo					3
cancionero	can	cio	ne	ro				4

Third Activity For Skill M

The teacher will write a paragraph on the board covering the whole length of the board. The children will then copy it on duplicated sheets the teacher has prepared with narrow margins. The children will have to pay attention to the syllabication in order to fit the paragraph onto their papers. For example:

The teacher will write: "Juan Ponce de León, hidalgo español, fue uno de los hombres que acompañó a Colón en su segundo viaje a América."

And the children will write:

Juan Ponce de León, hidalgo
español, fue uno de los hom-
bres que acompañó a Co-
lón en su segundo via-
je a América.

SKILL A: Is Able To Form Meaningful Analogies.

VOCABULARY: Describe, analogy, alike, similar, compare, comparison, description, resemble.

First Activity For Skill A

The children will practice making analogies. The teacher will write analogies on the board with a multiple choice listing of words next to the sentences. The children will copy the sentences and fill in the blank space with the correct word, making an analogy. For example:

La Ciudad de Méjico es a Méjico lo que
_____ ______ es a Puerto Rico.

- San Antonio
- San Pedro
- San Luis
- San Juan

La ciudad de Bogotá es a Colombia
lo que ____ _____ es a la Argentina.

- Buen Día
- Buenos Amores
- Buenos Aires
- Bien Amado

El coquí es a Puerto Rico lo que
__________ es a Guatemala.

Palomo
tigre
Quetzal
múcaro

El español es a Honduras lo que
_________ es a Brasil.

italiano
portugués
frances
alemán

SKILL B: Is Able To Give Well-Organized Directions Based On Accurate Information.

VOCABULARY: Route, direction, continue, follow, by-pass, detour, exit, entrance, highway, ferry, bridge, tunnel, toll-station, speed limit, north, south, east, west.

First Activity For Skill B

The teacher will provide for each child a current map of South America showing all existing major routes. Then, the teacher will write on the board a series of five questions, asking the children to establish a route for her to drive from one country to another in a given order. The children will write directions, using accurate information that they can extract from their maps, and consulting other sources if necessary. For example:

> "Yo estoy con mi carro en Cártago (Costa Rica) y quiero visitar la península de Azuero y la ciudad de Colón en Panamá y luego, quiero visitar Buenaventura y Cali en Colombia. ¿Qué debo hacer?"

Respuesta

1. "En la ciudad de Cártago (Costa Rica) usted toma la carretera Panamericana y se dirige hacia el sur.

Cuando llega a la ciudad de Santiago dobla hacia la derecha y toma una ruta pequeña que termina en la ciudad de Pedasí. Esa es la península de Azuero. Luego se vuelve por la misma ruta y al llegar a la ruta panamericana dobla hacia la derecha.

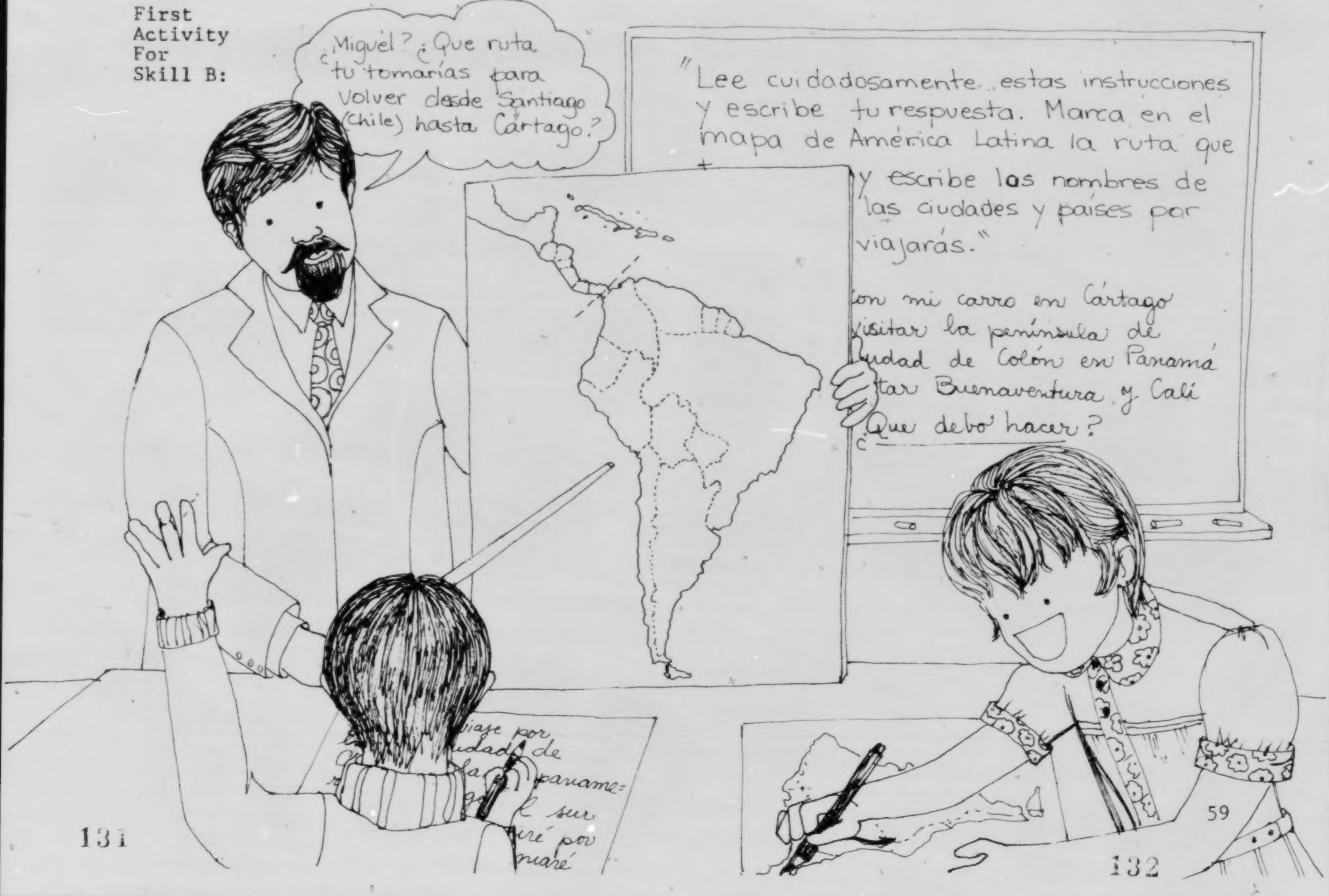
Continúa con esta hasta llegar a la zona del Canal de Panamá y cruza el canal con el ferry y llega al otro lado de la ciudad de Panamá, allí dobla a la izquierda y continúa por la ruta pequeña hasta llegar a Colón. Vuelve con la misma ruta hasta la ciudad de Panamá y allí dobla a la izquierda y continúa de nuevo con la panamericana.

Luego de un largo trecho, la ruta se pone dificultosa porque está en construcción y es bien mala hasta que se llega a la ciudad de Manizales en Colombia.

Para llegar a la ciudad de Buenaventura en la costa pacífica de Colombia se debe llegar primero a la ciudad de Cali con la panamericana que ya está terminada en ese trecho y de allí se dobla a la derecha y se toma una ruta pequeña hasta la bahía de Buenaventura.

Para llegar de vuelta a Cali se debe seguir la misma ruta."

First
Activity
For
Skill B:


¿Miguel? ¿Que ruta tu tomarías para volver desde Santiago (Chile) hasta Cártago?
"Lee cuidadosamente estas instrucciones y escribe tu respuesta. Marca en el mapa de América Latina la ruta que t
y escribe los nombres de las ciudades y países por viajarás."
on mi carro en Cártago
visitar la península de
udad de Colón en Panamá
tar Buenaventura y Calí
¿Que debo hacer?
viaje por
udad de
la
paname=
l sur
iré por
maré

SKILL C: Is Able To Associate Appropriate Voice Intonations With Punctuation.

VOCABULARY: Voice, tone, intonation, pause, comma, question mark, period, exclamation point, quotation marks, punctuation, recording, guide, indication.

First Activity For Skill C

The children should be getting acquainted with the idea of musical quality in the different ways that Latin Americans speak Spanish (dialects) by listening to voice recordings of people from different countries. These should include a recording of a Brazilian person to illustrate the similarities and differences between Portuguese and Spanish. The children will also study how punctuation is often a guide to intonation in Spanish and English. They will practice speaking Spanish dialects of different countries, using proper intonation. For example, the children will practice the sentence, ¡"Mira, ven a visitarme!" and try to punctuate and intonate it as if it were being spoken in Argentina, Cuba, Columbia, and Bolivia.

SKILL D: Is Able To Orally Describe A Character From Real Life And One From A Literary Work.

VOCABULARY: Imaginary, pretend, fiction, literature, real, actual, character, personality, adventure, explorer, historical, appearance, describe, description.

First Activity For Skill D

The teacher will present to the children stories that describe important characters in Latin American history. The teacher will also introduce stories containing fictional characters. Through conversation and discussion the children will try to identify those details that describe and distinguish a make-believe character from a real-life one. For example, the teacher can read the exciting story of Magellan's trip around the tip of South America, describing how he had to conquer strange climates and uncharted waters until he discovered the route connecting the Atlantic Ocean with the Pacific. Then, the teacher can read a fictional story describing the adventures of a sailor who sets out to sail the Amazon River on a raft, alone. The children can use historical dates and facts as a resource for describing real-life characters. Detailed, personal descriptions of a person's physical appearance and thoughts are clues to fictional characters.

SKILL E: Is Able To Use Techniques Of Critical Analysis And Personal Judgment To Formulate And Express Opinions About Fictional Characters.

VOCABULARY: Character, opinion, express, discuss, feelings, personal, judgment, thoughts, actions, behavior, like, dislike, criticize, admire.

First Activity For Skill E

The teacher will conduct "readings" with the whole class, during which they will read works of fiction and discuss the characters in these stories. The teacher will write the names of the characters across the board. Under each name the children will write all the adjectives that they feel describe that character. Then the children will write short essays about each character in that story, describing the characters and expressing their feelings about the characters. For example, the story of "Lunaria y Solario," the children should try to express their feelings about the three sisters and the prince, the fisherman and his wife. They should discuss Lunaria and Solario, and how the servants in the Prince's Castle did not help them.

Second Activity For Skill E	The teacher can prepare duplicated sheets of questions pertaining to characters in the story. The children should answer these questions based on their personal feelings about the characters' thoughts, speech, and actions.

SKILL F: Is Able To Describe The Sensory Images Used In A Story.

VOCABULARY: Senses, sensory, image.

First Activity For Skill F

The children can read a well-known Latin American fable and then illustrate the sensory images in the story that appeal most to them. Then, the teacher will ask the children to define each sensory image, using the phrases that describe them in the story. For example, in Guatemala there is a story about the Quetzal (the beautiful national bird) that dates back to the Mayas. In it there are beautiful sensory images. The children could answer questions, such as:

P: "¿Qué se escuchó cuando Quetzal llegó a su mayoría de edad?"

R: "La alegría de la tribu se encendió al toque de tambores, flautas y otros instrumentos.

P: "¿Qué descubrió Chiruma esa noche cuando Quetzal dormía?"

R: "El descubrió una pluma en el piso."

Then the children can illustrate the story.

First Activity For Skill F:

"Describing Sensory Images From Latin American Fables"

¿Qué se escuchó cuando
¿Cuándo llegó a su

SKILL G: Is Able To Use The Word "Yo" (I) Properly In A Conversation.

VOCABULARY: I, "yo", order, before, after.

First Activity For Skill G

The children will write short stories about an imaginary trip throughout South America. In their stories, they will include conversations with the native residents of each country. The teacher will write some examples on the board, in which she will use the word "yo" with names of other people. For example:

> "María, Luis y yo nos fuimos de viaje. Luis y yo teníamos poco dinero. Mamá nos prestó unos dólares a Luis y a mí pará comprar unos ponchos muy bonitos en Perú. Luis y yo estabamos muy agradecidos a María por su generosidad. Creo que Luis, María y yo somos buenos amigos."

SKILL H: Is Able To Write Paragraphs.

VOCABULARY: Paragraph, topic, subject, idea, Amazon, rainforest, jungle, mountains, Andies, plateau, Panama Canal, peninsula, grasslands, desert, islands.

First Activity For Skill H

The children can write paragraphs about the geographic features of Latin American countries. They should be given duplicated sheets, with the names of Latin American countries listed down the left-hand side of an otherwise blank page. Leave enough space between each country for the children to write in a paragraph describing its main geographic characteristics. For example:

PERÚ:	Perú está compuesto de tierras bajas costeras y de cordilleras que forman grandes mesetas y valles.
CHILE:	Es una tierra montañosa al este y al oeste la costa pacífica.
URAGUAY:	Uraguay está principalmente rodeado de llamuras costeras y mesetas muy fértiles.

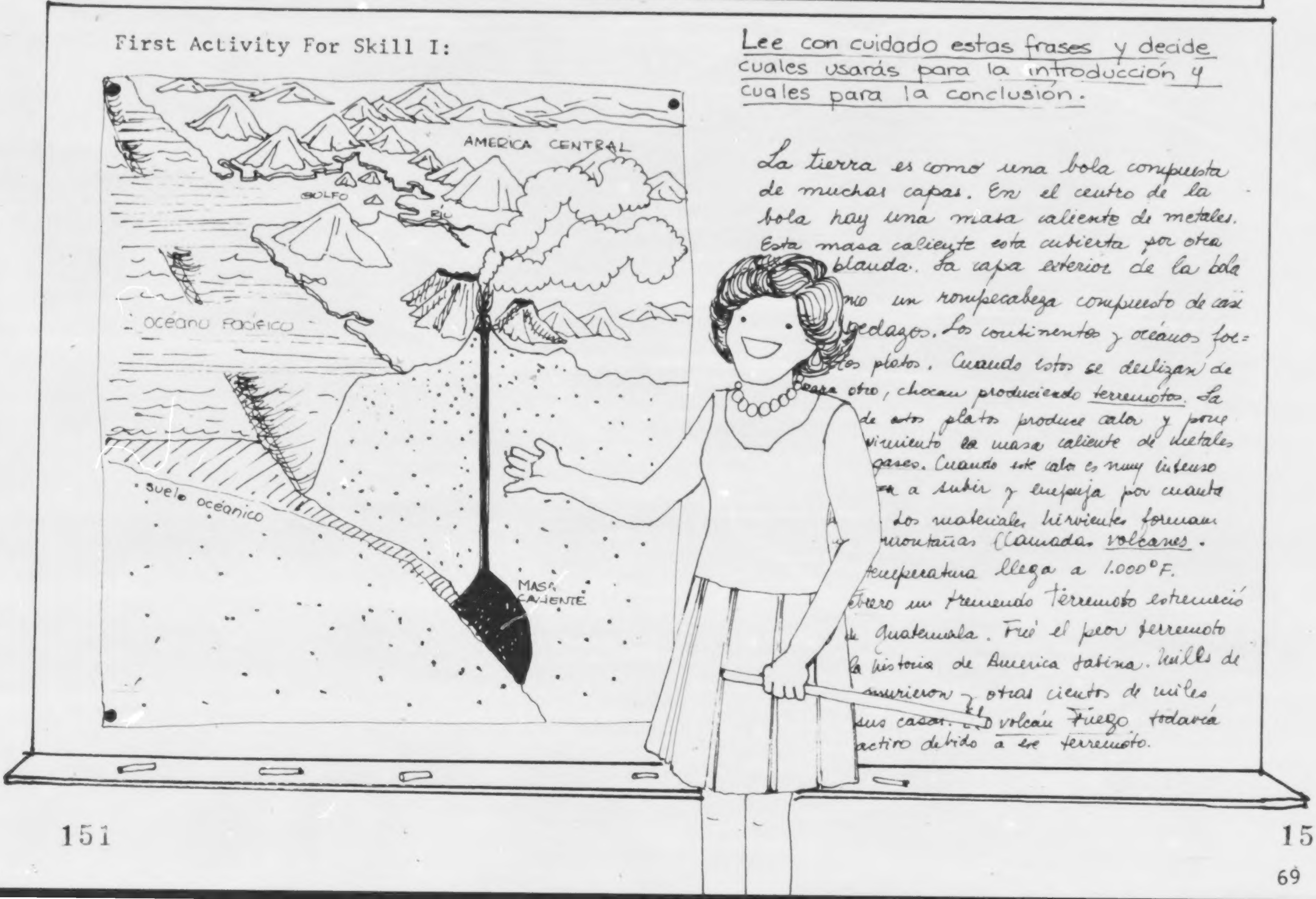
SKILL I: Is Able To Identify And Write Introductions And Conclusions.

VOCABULARY: Introduction, conclusion, beginning, ending, explain, reason, cause, describe, summary, earthquake, volcano, eruptions, underground, lava, village, valley, mountain, destruction, cover.

First Activity For Skill I

The teacher can write a set of sentences on the board for the children to copy. These sentences could be about the earthquakes in Peru in 1971 and Quatemala in 1976. The children will identify the sentences which would be good to use for an introduction and those which could be used for a conclusion. The teacher should first explain that an introduction is the beginning of a story; it describes what the story is about and prepares the reader for the rest of the text. The conclusion is the end of the story, where everything is summarized and explained.

First Activity For Skill I:



Lee con cuidado estas frases y decide cuales usarás para la introducción y cuales para la conclusión.

La tierra es como una bola compuesta
de muchas capas. En el centro de la
bola hay una masa caliente de metales.
Esta masa caliente esta cubierta por otra
blanda. La capa exterior de la bola
mo un rompecabeza compuesto de casi
pedazos. Los continentes y océanos for=
los platos. Cuando estos se deslizan de
otro, chocan produciendo terremotos. La
de estos platos produce calor y pone
vimiento la masa caliente de metales
gases. Cuando este calor es muy intenso
a subir y empuja por cuanta
Los materiales hirvientes forman
montañas llamadas volcanes.
temperatura llega a 1.000°F.
ebrero un tremendo terremoto estremeció
Guatemala. Fué el peor terremoto
la historia de America Latina. Miles de
murieron y otras cientos de miles
sus casas. El volcán Fuego todavía
activo debido a ese terremoto.

SKILL A: Is Able To Separate Material Into Appropriate Categories For Forming Paragraphs.

VOCABULARY: Paragraphs, subject, complete idea, material, related material, category, separate.

First Activity For Skill A

The teacher will write on the board a random assortment of statements concerning the climate and geography of several European countries. The children should then separate these statements into groups appropriate for making paragraphs. For example:

a. Europa es como una península de Asia.
b. Algunos geógrafos llaman Eurasia a todo el continente que incluye Asia y Europa.
c. Las tierras europeas son mayormente llanas.
d. Las llanuras facilitan la agricultura.
e. Las llanuras fértiles de Europa ayudan al cultivo de granos, cereales, uvas, olivos, trigo y papas.
f. Europa tiene solamente algunas cordilleras de importancia.
g. Los Urales, los Balkares, los Pirineos y los Alpes son cordilleras europeas.
h. No hay grandes montañas que impidan la comunicación y la transportación entre las naciones.
i. En Europa no hay grandes desiertos como en otros continentes.

SKILL B: Is Able When Reading To Locate Details That Help Answer The Questions, What?, When?, How?, Where?, and Why?

VOCABULARY: Population, historical, century, nation, civilization, monarchy, revolution, geography, boundary, border, capitol, economics, political, cultural, industrial.

First Activity For Skill B

The teacher will provide the children with information tables containing facts about Europe. Then she will give each child a duplicated sheet on which specific questions will be asked. The children will answer, using their information tables as a guideline for the answers. For example:

1. ¿Qué condiciones geográficas han ayudado al desarrollo de la civilización en Europa?

2. ¿Cómo han ayudado?

3. ¿Cuando se inició la revolución industrial en Inglaterra?

4. ¿Por qué cosas se distinguen cada uno de los países escandinavos?

5. ¿Qué es una cooperativa?

6. ¿Dónde se originaron las cooperativas?

7. ¿Por qué es importante el estudio de España para los puertorriqueños?

8. ¿Cómo comparas tú a Rusia con los demás países de Europa en cuánto a tamaño y población?

SKILL C: Is Able To Create Rhyming Verse.

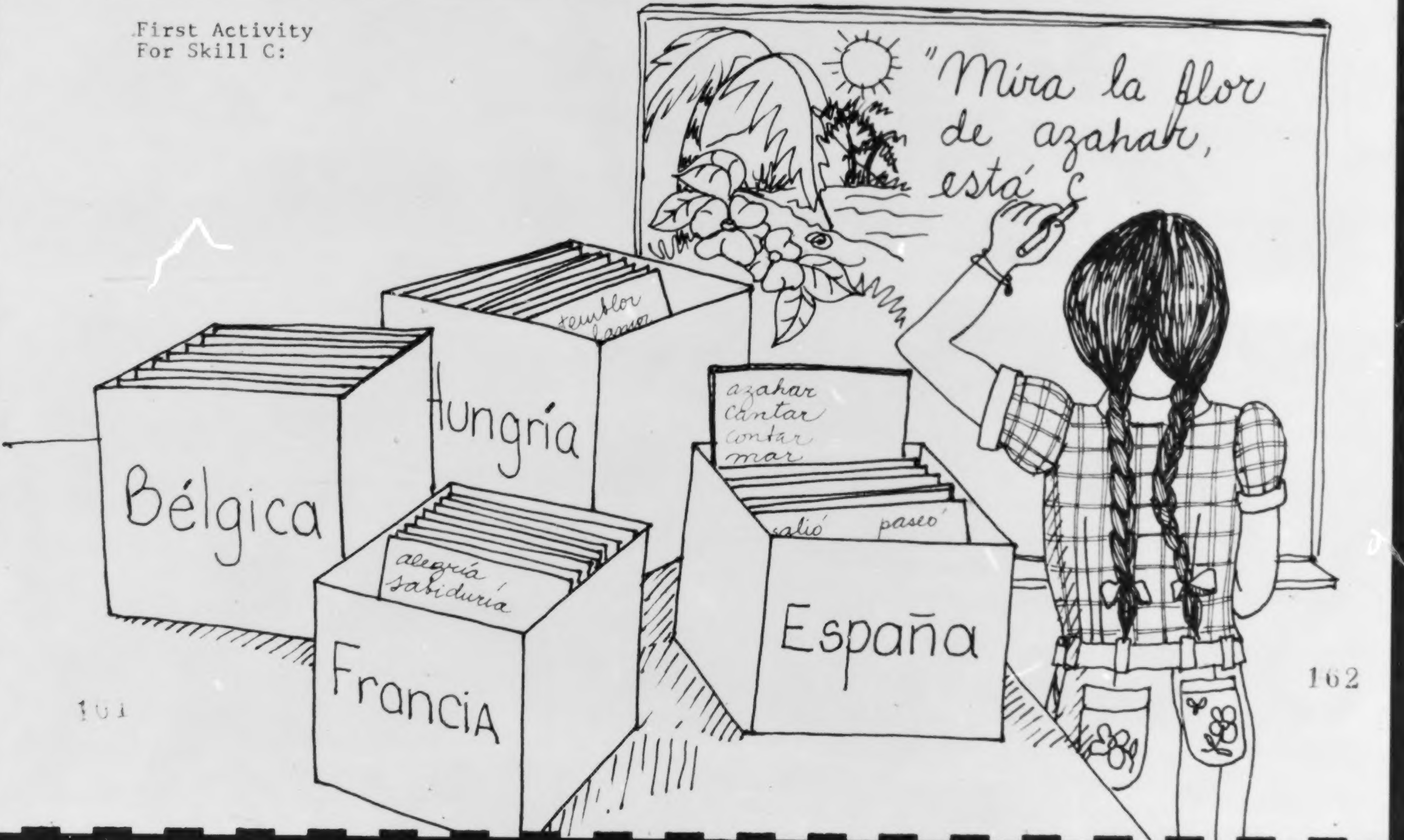
VOCABULARY: Rhyme, verse, poem, Bombas, spontaneous, round.

First Activity For Skill C

The teacher will prepare several boxes, each one labeled with the name of a European country, such as "FRANCIA," "BELGICA," "HUNGRIA," "ESPAÑA." In each box, the teacher will put small cards printed with words that rhyme. Each child will select a box and choose some words from it, finding the ones which rhyme. Then they will try to make up a rhyming poem. For example, in the box for Spain could be the rhyming words mar, azahar, cantar, contar. The child could make up a poem, such as:

"Mira la flor de azahar,
esta cerquita del mar,
escucha lo que te voy a contar
y luego vamos a cantar."

First Activity
For Skill C:


"Mira la flor
de azahar,
está c
Hungría
temblor
Bélgica
alegría
sabiduría
Francia
azahar
cantar
contar
mar
salió
paseo
España

SKILL D: Is Able To Reproduce Historical Facts.

VOCABULARY: Dates, chronological order, history, past, events, important, chart, significant, graph, to place, facts, year.

First Activity For Skill D	The teacher will help the children to make a large graphic chart of the most important events in the history of the European country being studied. Facts will be placed in chronological order. Using this chart as a guide, the children will make a pictorial time-line illustrating these events. For example, they could chart the important historical events in Spain before the discovery of America.
Second Activity For Skill D	The children can make large models of historical events in European countries. They can use various-shaped boxes and paper maché to mold figures. Old rags and clothes can be used to dress the figures up. Then the figures can be arranged to represent a known event. For example, the children can depict the Queen of Spain discussing with Cristobal Colon the last details of his trip to America. After the model is finished, the children can write a short story and bind it in the form of a book to explain the details of the display.

First Activity For Skill D:

El reinado de Isabel la Católica y el descubrimiento del Nuevo Mundo

1. Con la sucesión del trono a manos de Isabel de castilla, una de las épocas mas famosas de la Historia Española se derrumbó, la epoca medioeval.

2 Fernando, rey consorte de Isabel sube al trono de Aragón Cataluña, Valencia y las Islas Báleares. (1479)

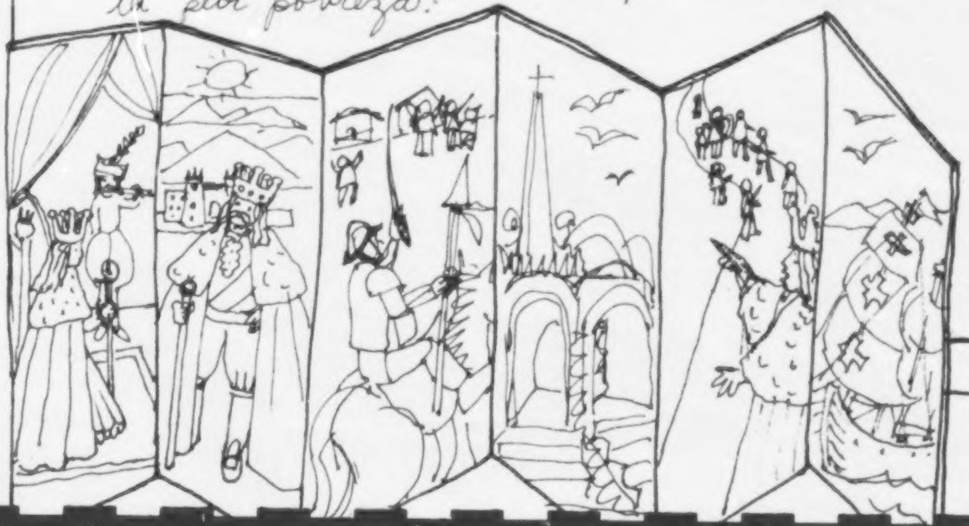
3. La anarquía y violencia de reinados anteriores han dejado a España en la peor pobreza.

4. La Iglesia Española es muy rica y poderosa. Isabel era su Jefa Suprema.

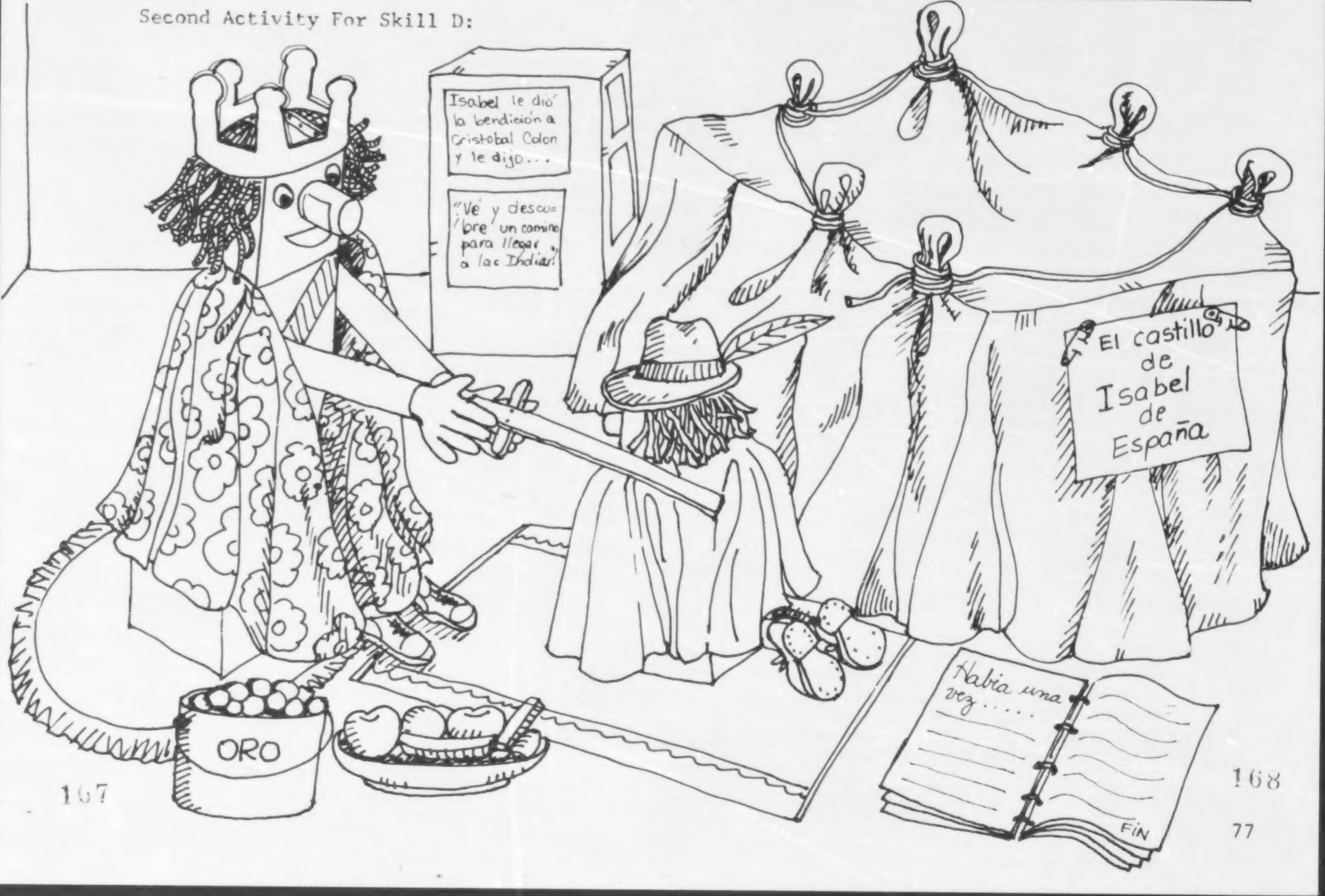
5. Durante el reinado de Enrique IV (1454-1475) los judíos se convirtieron en una fuerza muy grande.

6. Los reyes Católicos consultaron al Papa, Sixtus IV (1478) quien a la vez autorizó la Inquisición y la Expulsión de los judíos de España.

7. El descubrimiento de América (Oct 2, 1492) fué la responsabilidad de Isabel que buscaba nuevos campos de expansión económica.



Second Activity For Skill D:


Isabel le dió la bendición a Cristobal Colon y le dijo...
"Vé y descubre un camino para llegar a las Indias!"
El castillo de Isabel de España
ORO
Habia una vez.....
FIN

SKILL E: Is Able To Form Different Kinds Of Sentences.

VOCABULARY: Question, exclamation, declarative, command, teams, exchange, play.

First Activity For Skill E

The teacher will prepare a set of paper strips with a sentence printed on each of them. These sentences will be the answers to questions printed on another set of paper strips. The two sets will be kept in separate boxes. The children will be divided into two groups. Each group will send a player to the "answer" box, where he will select a sentence. He will read the sentence aloud to his group, go back to the other box, and try to find the question to that answer. The group will help by choosing another player if the first one can't manage to find the right question. The group that matches the most questions and answers in five or ten minutes wins the game. The teacher will act as mediator.

Some examples of answers are:

a. El área del continente europeo es de 3,850,000 millas cds.
b. La población del continente europeo es de más de 450,000,000 personas.

c. La capital de Bulgaria es la ciudad de Sofía.
d. Algunos de los golfos europeos son el de Venecia y Bothnie.
e. La capital de Holanda es la ciudad de Amsterdam.
f. Los países de la península ibérica son España y Portugal.

And the corresponding questions would be:

a. ¿"Cual es el área de Europa?
b. ¿Cual es la población de Europa?
c. ¿Cual es la capital de Bulgaria?
d. ¿Cuales son algunos golfos europeos?
e. ¿Cual es la capital de Holanda?
f. ¿Cuales son los países de la península ibérica?

SKILL F: Is Able To Use Alphabetical Order For Both Locating And Organizing Information.

VOCABULARY: Alphabetical order, dictionary, telephone book, organizing.

First Activity For Skill F

The children can locate information about great European personalities--people who have distinguished themselves in the arts, sciences, and politics. The children should have access to the library, resource centers, dictionaries, and encyclopedias. After compiling the information, they will organize it by country in alphabetical order: España, Francia, Italia, etc. Under each country they will organize the names in alphabetical order. For example:

Italia

DaVinci, Leonardo, pintor
Mussolini, Humberto, político

SKILL G: Is Able To Use The Index Of An Encyclopedia To Locate Information.

VOCABULARY: Index, page, volume, date, nationality, information, details, roman numerals.

First
Activity
For
Skill G

The children will be given questions to answer about the geography of Europe. They will each be assigned the volume of an encyclopedia from which those questions were taken. The children will use the index to locate the required information. After it is located and the questions answered, they should write next to their answer the volume and page number from which they got the answer. For example, some of the questions could be:

Localiza en la Enciclopedia Britanica la siguiente informacion:

1. ¿Qué países componen el continente europeo"
   (They will have to look in index under "Europa.")
2. ¿Cuál es la cadena montañosa principal de Francia?
   (Locate "Francia" and read about geography.)
3. ¿Cuál es el río principal de la Unión Sovietica?
   (Look under "Unión Sovietica.")
4. ¿Cuál es el nombre del mar que baña las costas sur de España, Francia, Italia, y Grecia? (Look under "Europa, mares.")

SKILL H: Is Able To Make Appropriate Inferences From Listening To Paragraphs Of Information Or Looking At Pictures.

VOCABULARY: Inference, hint, clue, guess, hunch, details, appearance, assumption, reason, reasoning, implication, conclusion, probable, probability, indication, speculate, speculation, evidence, deriving, generalization, logic, judgment, belief.

First Activity For Skill H

The teacher will prepare large index cards with paragraphs describing a situation in a particular European country. The paragraphs will give some clues. The children will generalize to come up with answers to the questions that the paragraphs pose. For example:

> "Soy una muchacha de cabellos rubios. Vivo en una ciudad llena de canales. Uso zapatos de madera y cultivo muchos tulipanes."
> "Dime en que país vivo y qué idioma hablo?"

The same exercise can be done with pictures, with the children guessing what country the picture shows.

SKILL I: Is Able To Use A Dictionary To Improve Understanding Of Words.

VOCABULARY: Dictionary, technical, translating, explaining, usage, pronunciation, definition, spelling, prefix, suffix, term.

First Activity For Skill I

The teacher can write on the board brief descriptions of the climates of European countries. These descriptions should contain numerous technical terms. The children should use the dictionary to improve their understanding of these terms. They can look up the terms and rewrite the paragraph, substituting synonyms. The teacher will explain the reasons for the use of technical terminology in science and the differences between technical terms and everyday language. The words and their translantions will be kept by each child in a "word box." For example:

PROMEDIO: promedio anual; términomedio, parte igual, parte proporcional.

BENIGNO: clima benigno; suave, blando, moderado, apacible, leve.

SKILL J: Is Able To Understand Abbreviations Used In The Dictionary.

VOCABULARY: "abreviación, "adjetivo," "adverbio," "artículo," "conjunción," "pronombre," "proverbio," "subjuntivo."

First Activity For Skill J

The children will learn to read the abbreviations for the parts of speech listed at the beginning of the dictionary. Each day the teacher can introduce five new abbreviations to the class. The children can look them up in the dictionary. Then, they will make a list of words that fall in the category of that abbreviation. For example: a list of adjectives could be made by looking for definitions that are preceded by the abbreviation "a"; other abbreviations that should be recognized are:

adv.	adverbio	irr.	irregular
art.	artículo	p.a.	participio activo
comp.	comparativo	pl.	plural
conj.	conjunción	pos.	poseriro
contr.	contracción	p.p.	participio pasado
dim.	diminutivo	prep.	preposición
indef.	indefinido	pron.	pronombre
indic.	indicativo	prov.	proverbio

pret.	pretérito	subj.	subjuntivo
s.	sustantivo	super.	superlativo
sing.	singular		

SKILL K: Is Able To Choose The Appropriate Definition For A Word From Among The Several Definitions Given In The Dictionary.

VOCABULARY: Meaning, implications, context, position, choose, alternatives.

First Activity For Skill K	The children will be given stories to read about people who live in different European countries. In the stories the teacher will underline words. The children will look up in the dictionary those words that are underlined and they will pick the one definition from among those offered in the dictionary which is most appropriate for the way the word is used in the story.

SKILL L: Is Able To Write A Letter Using All The Standard Elements.

VOCABULARY: Greeting, address, date, return address, salutation, language, dear, pen-pal, closing, body, signature, sincerely, yours truly, envelope, stamp, mail, mailman, mailbox, post office, air mail, postmark, heading.

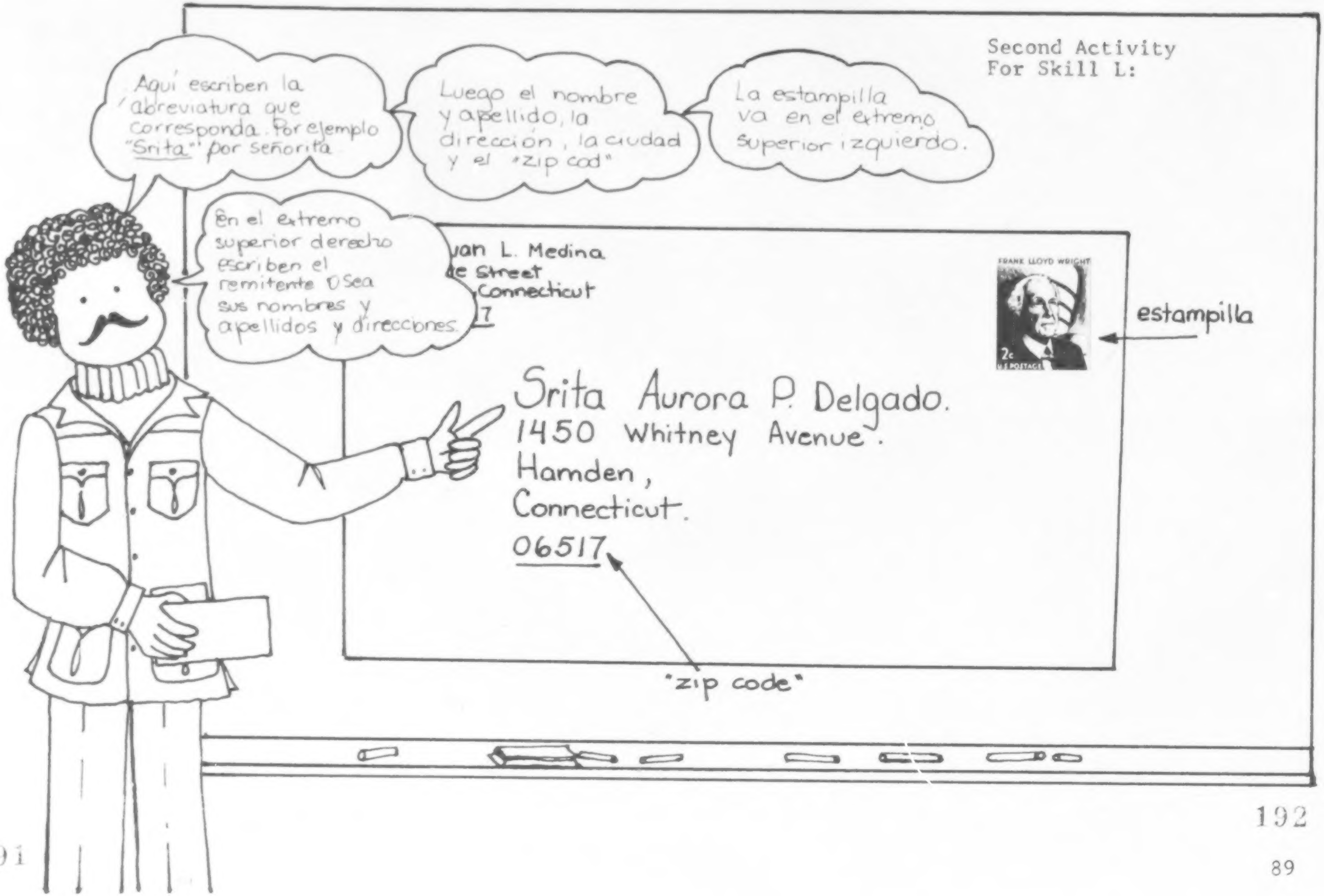
First Activity For Skill L	The children will learn to write letters using all the standard elements. The teacher will provide the children with the address of a school in Spain and the children can write letters to the students in that school. A sample letter will be written by the teacher on the board to one of the teachers at the school. Emphasis should be placed on form, punctuation, readability (hand-writing), and proper use of vocabulary.
Second Activity For Skill L	After the children write their first letter, the teacher will introduce the elements necessary for addressing the envelope. In order to write the name and the address of a person on an envelope, the children will have to learn to abbreviate the words:

Señor	Sr.
Señora	Sra.
Señorita	Srta.
Doctor	Dr.
Doctora	Dra.

The teacher will explain to the children that they have to put a period after each aobreviation. The teacher will write a sample envelope on the board and will also write a description of the sequence in which envelopes are addressed. For example:

1. Se escribe primero en el medio del sobre la abreviatura que corresponda a la persona a quién nos dirigimos.
2. Le sigue el nombre y el apellido de esa persona.
3. Debajo se escribe la calle y el número de la casa. En los Estados Unidos se escribe primero el número de la casa y luego el nombre de la calle.
4. Debajo se escribe el nombre de la ciudad y se le agrega el nombre de la cuidad y se le agrega el nombre del país si la carta va al extranjero.
5. Le debemos agregar el "zip code" si la carta tiene por destino un lugar de los Estados Unidos.
6. En el extremo superior izquierdo del sobre escribimos nuestro nombre y dirección.
7. La estampilla se pega en el extremo superior derecho.

Second Activity
For Skill L:


Aquí escriben la abreviatura que corresponda. Por ejemplo "Srita" por señorita
Luego el nombre y apellido, la dirección, la ciudad y el "zip cod"
La estampilla va en el extremo superior izquierdo.
En el extremo superior derecho escriben el remitente o sea sus nombres y apellidos y direcciones.
uan L. Medina
e Street
Connecticut
7
FRANK LLOYD WRIGHT
2c
U.S. POSTAGE
estampilla
Srita Aurora P. Delgado.
1450 Whitney Avenue.
Hamden,
Connecticut.
06517
"zip code"

SKILL A: Is Able To Use Numerical Sequencing For Both The Location And Organization Of Information.

VOCABULARY: Numerical order, first, second, third,(etc.) last, highest, lowest, most, least, extreme, middle, average, annual, total, sequence, indicators, summary, list, basis, amount, sum, quantity, degrees, inch, series, order, count, year, month, monsoon, cyclone, typhoon.

First Activity For Skill A

The children will make lists of several Asian countries using numerical climatic indicators such as average temperature, annual rainfall, average humidity, etc. as a basis for sequencing. For example, the children will establish which of the following countries in Southeast Asia has the highest amount of annual rainfall, which one is the second, third, etc: Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Sarawak, Sabah, Singapore, Brunei, Indonesia, Philippines.

SKILL B: Is Able To Write A Poem And Explain Its Meaning.

VOCABULARY: Commune, agriculture, industry, population, density, island, oriental, bamboo, kimono, tradition, reverence, ancestors, Buddhism, Confucianism, Shinto, fishery, silk, imperial, nobility, cultural revolution, rice, pagodas, temple, script, monarchy.

First Activity For Skill B	The teacher will read aloud stories about children living in China or Japan. The stories will tell about the traditions, reverence for ancestors, special customs, and daily lives of these people. Then the children will write poems about what it would be like to live in one of these countries.

SKILL C: Is Able To Associate Poetic Verse With Cognitive Imagery.

VOCABULARY: Image, imagery, Haiku, depict, represent, representation, symbol, symbolic, scenery, scene, features, beauty, details, paint, brush, poem, verse, theme, point, message, subject, topic, Japanese, art, culture.

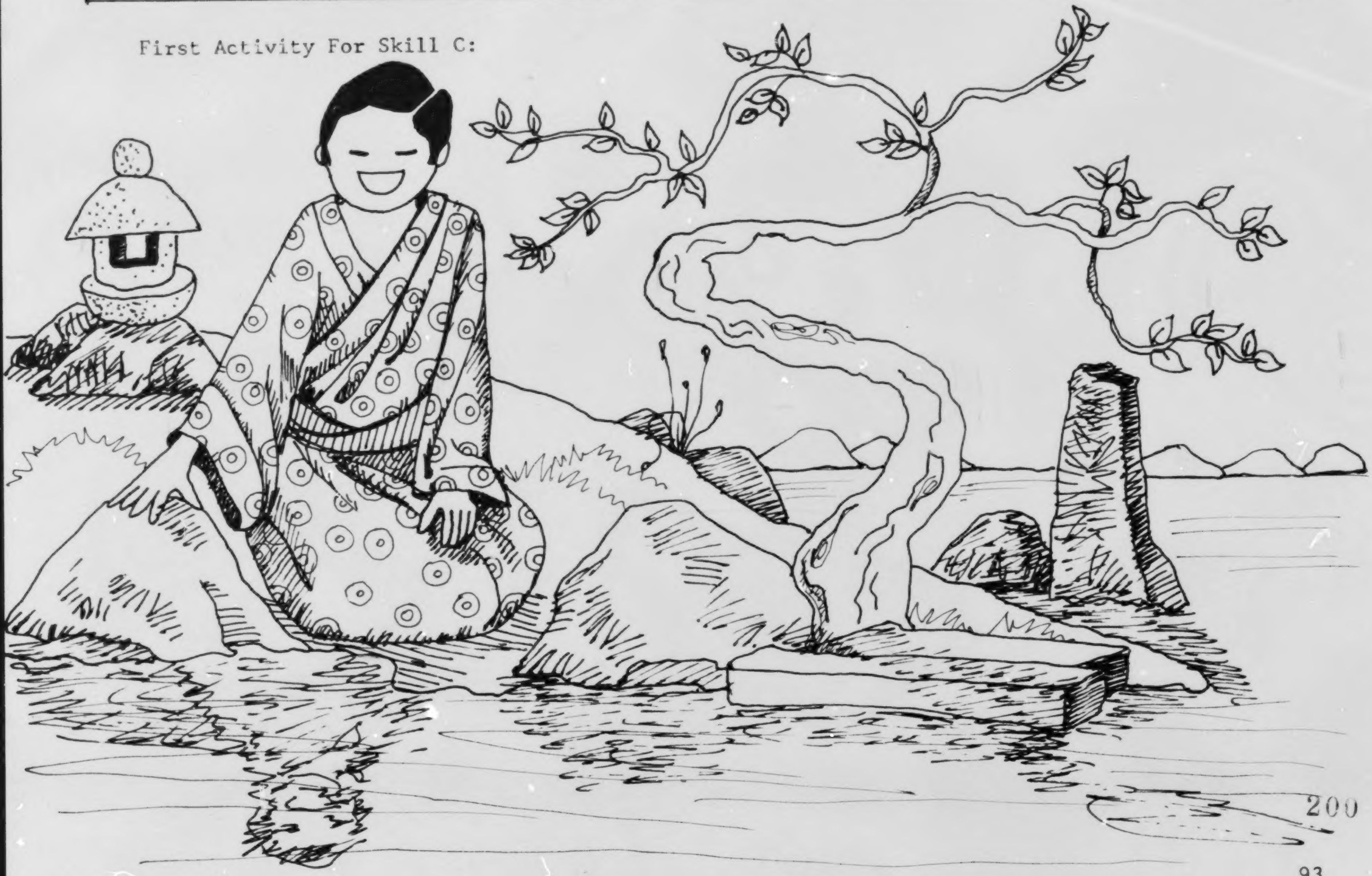
First Activity For Skill C

The teacher will introduce the children to oriental poetry (such as the 17-syllable Haiku poems). The children will read and select the poems they like the most. The teacher should explain that during the 17th Century a form of poetry was very popular. It was the 17-syllable Haiku, perhaps the shortest in length of all literature, and its master poet was Bashō. One of his poems translated into Spanish is:

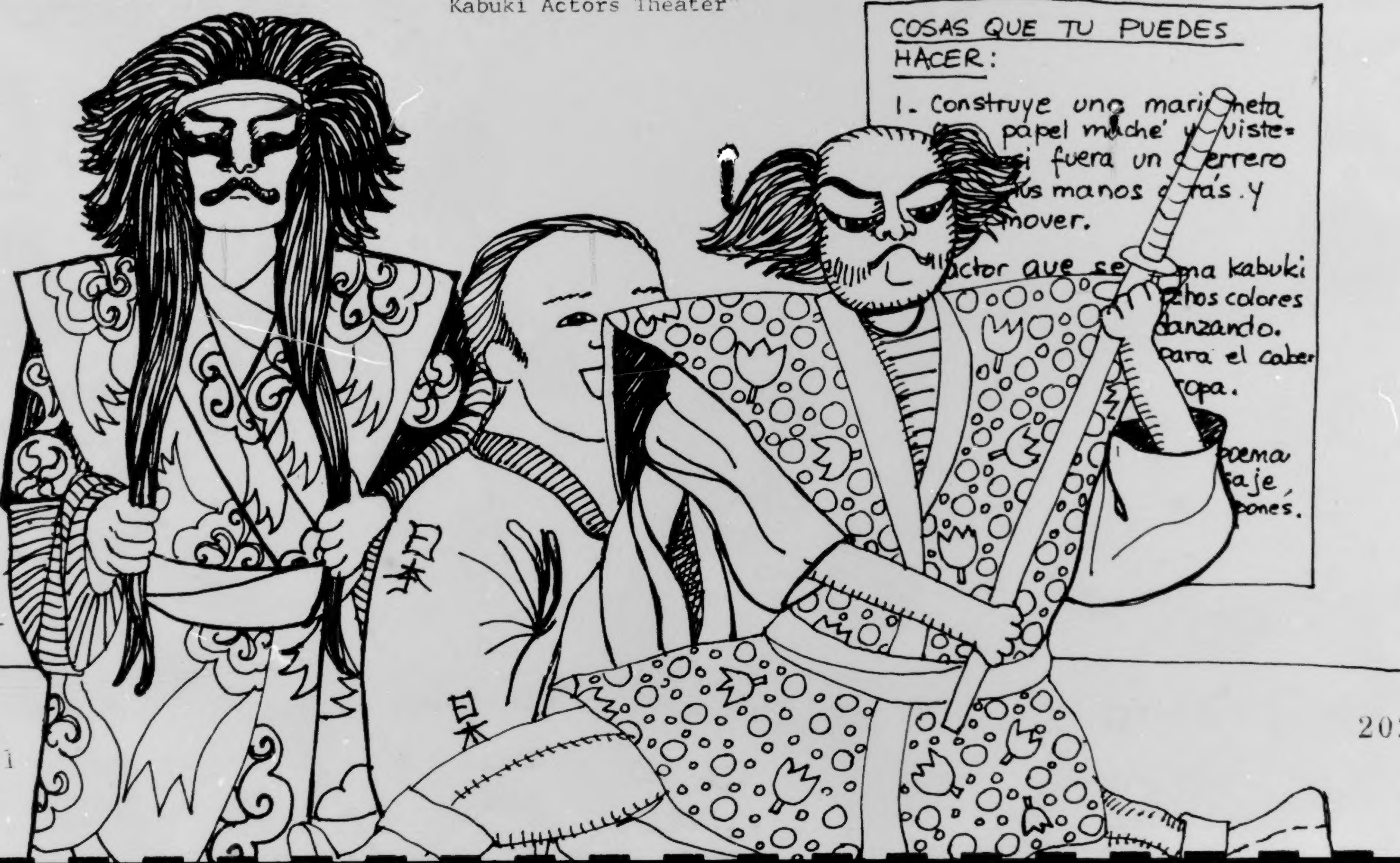
"Tan ca-lla-das
se hun-den en las ro-cas
vo-ces de ci-ga-rras."

The teacher will explain that the poet imagined that he sat in the stillness of the Japanese summer. The warm air was all around him and he could hear the locust shrill surrounding him without being able to actually touch it. The teacher will explain that Haiku poems are almost impossible to translate, that Japanese poets touch on the most

First Activity For Skill C:



Third Activity For Skill C: " Japanese Puppets and the Kabuki Actors Theater"


COSAS QUE TU PUEDES HACER:
1. Construye una mari neta
papel mache' y viste-
si fuera un errero
us manos trás. Y
mover.
actor que se ma kabuki
chos colores
danzando.
para el caber
ropa.
poema
aje,
pones.
日本
日本

simple things in their relationship with nature. Another Bashō poem in the original Japanese:

"A-ma-ga-e-ru
Ba-shō ni no-ri-te,
So-yo-gi ke-ri."

(A little frog
Riding on a banana leaf
Trembling.)

Second
Activity
For
Skill C

The children will learn how to do Japanese brush painting, an art which originated during the Middle Ages and was influenced by the Zen religion. The teacher will bring bambu brushes, rice paper, and black ink, which is rubbed against a slate with a drop of water. The brush is dipped into the ink and the painting is done in a few brisk, soft strokes of black ink. It does not fill the whole space; rather, the white of the paper suggests space. The children will try to captivate the nature images of the Haiku poems with their brushes. Samples of Japanese painting should be exhibited and discussed with the children.

Third
Activity
For
Skill C

The children will make Japanese puppets (they are almost life-size) from paper maché. The children can stage a play in which the puppets are used to dramatize the poems. The poems can also be dramatized through the use of Kabuki Theater.

In pure Kabuki there are no actresses, but men play the female parts as well as the male characters. Kabuki and puppetry have something in common: they are both rich in visual art with an extraordinary beauty of line and color. The children could paint their faces to resemble Kabuki dancers, as they act out the poems.

SKILL D: Is Able To Discriminate Factual Information From Imaginary Content In Poetic Verse.

VOCABULARY: Fact, fiction, real, imagination, dream, observe, create, describe.

First Activity For Skill D

The children will read poems about different Asian countries and then they will separate the ideas in the poems into those which are probably descriptions of real situations and those which are more likely creations of the poet's imagination. They can read a Chinese poem from "Li Po," a gifted poet who, at the age of fifteen, wrote:

"La luz de la luna
brilla a los pies de mi cama,
tal rez reflejando la escancha
sobre la tierra.
Levanto mi cabeza y observo
la luna brillante.
Agacho mi cabeza y pienso en mi familia."

Or a love poem from Java, originally written in Sanskrit:

"Con la luna en su rostro
y el encanto de los movimientos de sus cejas,
el dulzor de las palabras tropezando de su boca,
con su hechizo y su dulce hermosura,
pareciera desafiar la luna cuando
ella camina a su lado."

SKILL E: Is Able To Use A Subject Index To Locate Materials In The Library.

VOCABULARY: Topic, subject, main topic, sub-topic, alphabetical order, location.

First Activity For Skill E

The children will locate books and other materials in the library which contain historical information about specific Asian countries. For example, the children will look for subjects such as:

1. Migraciones de Asia
2. Culturas asiáticas prehistóricas
3. Migraciones de la cultura Mongoloide
4. Migraciones de la cultura Austronesia

After these subjects are located, the children will write down the information necessary for their studies. If the children find it difficult to locate a very specific subject, the teacher will help them subdivide the information. For example:

1. Busca bajo ASIA primero.
2. Luego, bajo ASIA busca HISTORIA DE CULTURAS ASIATICAS.
3. Si no lo encuentras busca bajo el Índice alfabético en Prehistoria.
4. Si no lo encuentras busca bajo Thailandia, China, Vietnam,etc.

SKILL A: Is Able To Write A Composition With Understanding Of Its Components.

VOCABULARY: Introduction, conclusion, sentences, paragraphs, composition, main topic, setting, subject.

First Activity For Skill A

The teacher will explain to the children that when we talk or write we are expressing what we think, that the completed thought is expressed through a conversation, novel, letter, essay, article, lecture, etc. A composition is a series of thoughts related to each other under a main topic. The parts of a composition are:

1. The paragraphs (párrafos)

   In each paragraph, a full thought is developed independently from the other thoughts.

2. The sentences (oraciones)

   A paragraph is made up of sentences. All the sentences in one paragraph are related to each other. Sentences are the smallest units of expression that convey full meaning, 211 the smallest part of a composition with a complete meaning, 212 and the smallest units in the language that express a thought.

The teacher will write on the board a list of points of consideration in writing a composition. A series of topics could be given to the children to choose from. For example:

> "Los utensillos que usan los esquimales."
> "Las herramientas de cacería de los esquimales."
> "Las casas de los esquimales."

The teacher will select one of the topics and develop it on the board as an example for the children of how a composition is written:

Para escribir una composición preguntate primero:

¿Cómo?
¿Cúando?
¿Dónde?
¿Quién?

¿Para qué?
¿Por qué?
¿De qué manera?
¿Cómo ocurrió?

Luego que tengas algunas contestaciones ordenalas así:

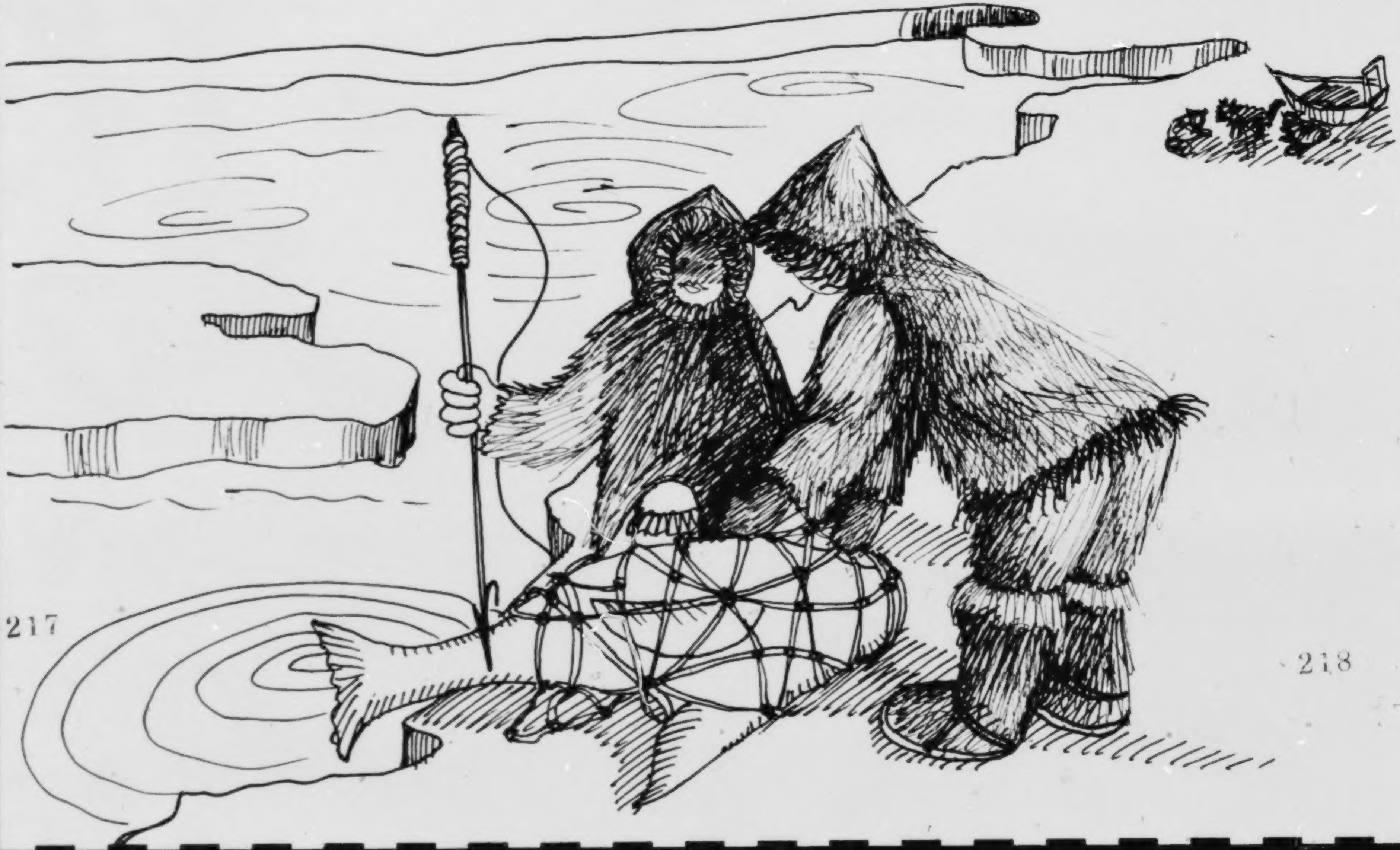
"Las casas de los esquimales"

- ¿Dónde están ubicadas?
- ¿Cómo son?
  - de hielo?
  - de madera?
  - de tela?
  - de piedra?
- ¿Cómo las construyeron?
- ¿Por qué las constuyeron así? el techo, las parades, el piso
- ¿Quién vive allí?
- ¿Cómo son por adentro?
- ¿Qué objetos hay adentro?

Recuerda que:

* Un párrafo debe girar alrededor de un tema central.
* Una oración principal debe sintetizar la idea central.
* Una oración debe llevarnos a entender la siguiente.
* La oración principal puede estar al principio, en el medio o al final del párrafo.

First Activity For Skill A: " Writing A Composition"



SKILL B: Is Able To Organize Material Into Appropriate Principal Categories And Sub-Categories.

VOCABULARY: Housing, shelter, food, storage, diet, clothing, transportation, health, communication, sled, husky, fur, harpoon, kayak, igloo, driftwood, pottery, fish, walrus, hunting, seal, seal oil, seal skin, caribou, whale, ivory, polar bear, wise man, medicine man, spirit, airplane, helicopter, reindeer, steppes, problem, solution, categories, action, outline.

First Activity For Skill B

The teacher will provide the children with one example of how to organize a plan that an Eskimo group might use in preparing themselves for winter, using the various problems as major categories and solutions or activities as sub-categories. Then the children will all write a plan of their own, choosing the principal categories from a list given by the teacher. For example:

Provisiones
Caza
Pesca
Preparación de comidas
Vestimentas
Pieles
Vivienda
Construcción
Protección

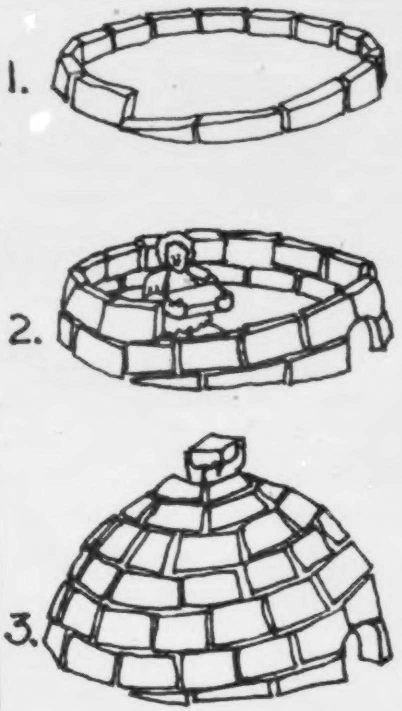
Then the children will decide independently on the subcategories, according to the principal category chosen:

> harpones, su construcción; agujas de hueso; hachas de piedra; cuchillos; anzuelos; arcos y flechas; boyas; canoas; etc.

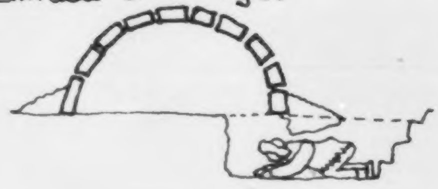
Then the children will draw a picture for each category and illustrate each corresponding sub-category. When a child is done he should have a small booklet illustrating a possible Eskimo survival technique.

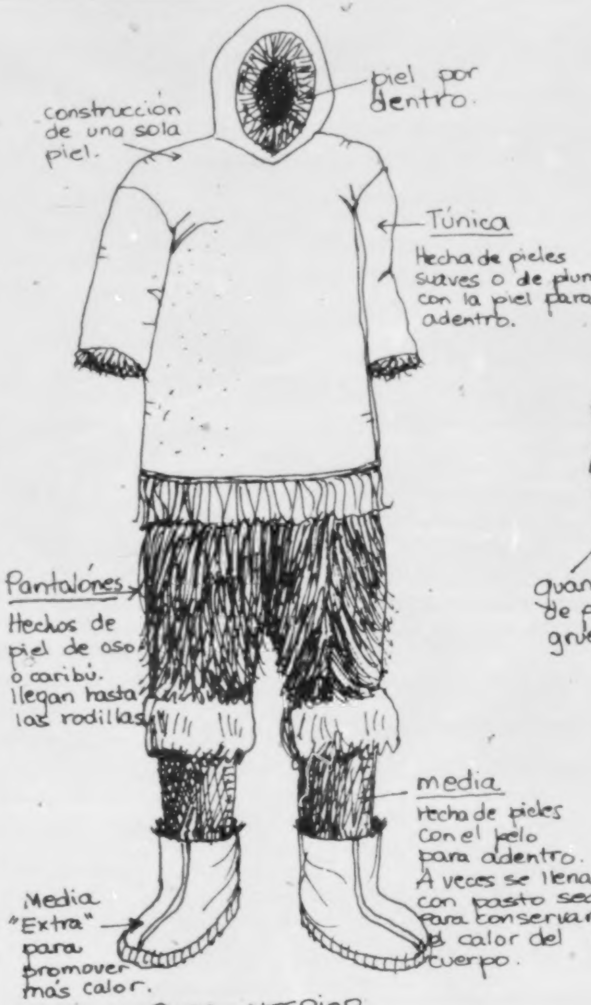
First Activity For
Skill B:

Pasos para construir un iglu:



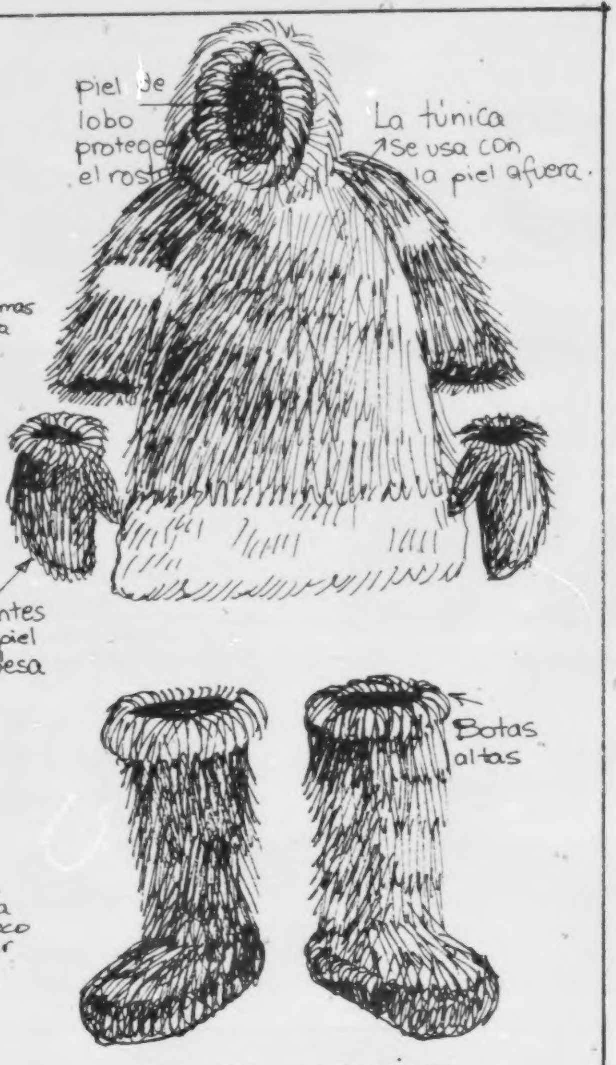
Entrada a un iglo.




construccion de una sola piel.
piel por dentro.
Túnica
Hecha de pieles suaves o de plumas con la piel para adentro.
Pantalónes
Hechos de piel de oso o caribú. llegan hasta las rodillas
media
Hecha de pieles con el pelo para adentro. A veces se llena con pasto seco para conservar el calor del cuerpo.
Media "Extra" para promover más calor.

ROPA INTERIOR

Pesa 6 libras.
Se usa adentro en invierno y abajo del traje exterior.


piel de lobo protege el rost
La túnica se usa con la piel afuera.
guantes de piel gruesa
Botas altas

TRAJE EXTERIOR

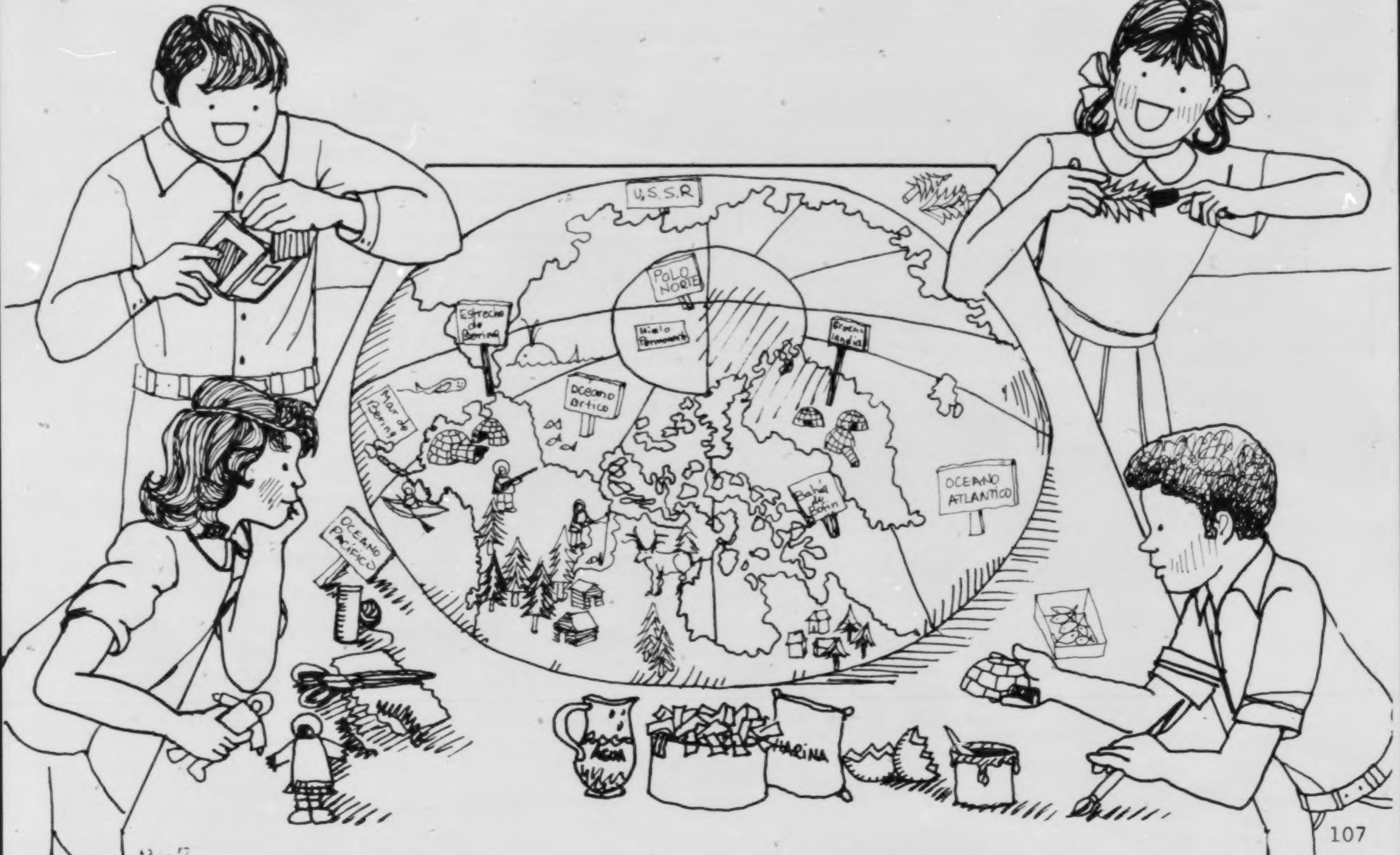
Pesa 10 libras y se usa afuera en invierno

SKILL C: Is Able To Locate Places On A Map.

VOCABULARY: Arctic Ocean, Arctic Circle, Bering Sea, Greenland, Baffin Island, Canada, Alaska, Siberia, Russia, Union of The Soviet Socialist Republic, Labrador, Aleutian Islands.

First Activity For Skill C	The children will make a large map of the northern regions of the world and then they will look in an encyclopedia to find the various places where Eskimos live in the world so that these can be marked on the map. The maps will be constructed with clay or paper maché and when an Eskimo reservation is located, the children will make little houses to form a village in that specific place on the map. All the natural resources available to that village will be constructed, such as water supplies, food supplies, forest, tundra, roads, nearest cities, etc.

First Activity For Skill C: "Constructing A Model Of The Eskimo's Settlements"


U.S.S.R
POLO NORTE
Estrecho de Bering
Hielo Permanente
Groenlandia
Mar de Bering
Oceano Ortico
Bahia de Bafin
OCEANO ATLANTICO
OCEANO PACIFICO
AGUA
HARINA

SKILL D: Is Able To Write And Produce A Drama.

VOCABULARY: Drama, act, actor, actress, lines, script, cue, play, cast, stage, audience, role, part, character, director, culture, change, custom, modern, lifestyle, traditional, white man, settlements, dependency, independence, whalers, explorers, missionaries, welfare, retirement, manufacturing.

First Activity For Skill D

The teacher will explain what a drama is and give a sample of the parts of a drama. For example:

> "El drama es la composición literaria en que se representa una acción de la vida con solo el diálogo de los personajes que en ella intervienen y sin que el autor hable o aparezca. La palabra 'drama' significa acción y la obra dramática se representa ante un auditorio."

> "Un drama consta de las siguientes partes, por ejemplo:

Personajes: La madre, el padre, el cazador, el maestro, etc.

Duración: 15 minutos

Decoración: El interior de una casa de madera muy pobre. Los personajes están sentados sobre unas pieles en el piso. Varios perros están echados en un rincón durmiendo.

Diálogo: La conversación y acción entre los personajes. Se debe especificar el tono de voz de cada personaje al hablar, sus movimientos, las pausas y emociones.

Second Activity For Skill D

The children will write and produce a drama about the way life changes in an Eskimo community as people, products and ideas filter in from the rest of the world. Groups will be formed to develop this play and each group will be in charge of different tasks, such as choosing a topic, writing the script, correcting the lines in the script, choosing a cast, developing the characters, learning the lines, deciding on the scenery and costumes, making the costumes, and rehearsing the play. To guide the children in the writing of the script the teacher will give short explanations of the changing lifestyle of the Eskimo peoples in this century and the different processes that produce these changes. For example:

"A pesar de que los pescadores de ballenas y los exploradores no penetraron en cada región y los traficantes de pieles y otros comerciantes no se radicaron en cada campamento; la adquisición de metales y objetos de fabricación, la idea de trueque y las diferencias entre el hombre blanco y el esquimal trajeron cambios bruscos al sistema de estos en la tercera década de este siglo.

Es desde aquel entonces que las mayores diferencias entre estas dos culturas aparecieron no porque los eskimales hayan cambiado, sino porque la influencia del hombre blanco fue más fuerte en algunas regiones y en otras no.

El cambio mas importante en la vida de los esquimales, desde la introducción de la tecnología del hombre blanco y el trueque, ha sido la acumulación lenta, pero constante, de los esquimales en colonias permanentes en vez de nómadas.

Esto ocurre en dos etapas. Una, cuando residen en estas colonias por medio año (generalmente en el invierno) y dos, y aun mas reciente, cuando viven allí todo el año.

En estos caseríos, los esquimales dependen de la tecnología del hombre blanco del trueque para sobrevivir. Ya no existen, en estos casos, los grupos independientes, capaces de proveerse por sí mismos, viviendo solo de lo que les ofrece la tierra.

Además muchos dependen del Seguro Social y la pensión federal; con los cheques de ayuda familiar, mantienen a estos grupos en caseríos permanentes.

Los hombres se van por días,semanas, generalmente en parejas o grupos pequeños, para ir de caza y pesca. En la primavera algunas o casi todas las familias dejan el caserío para ir a cazar focas y otros animales en regiones de crianza. Pero alrededor de la mitad del verano todos retornan al caserío en espera de los barcos, especialmente el buque-hospital. El uso de botes con motor y rifles para cazar ha asustado a los animales que antes abundaban alrededor de los caseríos.

Además, los niños esquimales deben concurrir a una escuela obligatoria y esto los mantiene en el caserío casi todo el año."

SKILL E: Is Able To Discriminate And Write Personal And Commercial Letters, Post Cards, Telegrams, Radiograms, And Cablegrams.

VOCABULARY: Write, discriminate, choose, express.

First Activity For Skill E

The teacher will explain that, with the changing lifestyle in Eskimo communities and the assimilation and use of the English language, the Eskimos are in need of more and more communication with the world of the white man. The teacher will write samples of different letters for various uses and explain their components. For example:

"Para la comunidad esquimal la llegada del correo significa muchas cosas diferentes. Para algunos es la alegría de una carta de un familiar que vive lejos y para otros el recibo de un cheque de ayuda familiar o una caja de alimentos o ropa enviada por el gobierno. Algunos esquimales escriben a empresas comerciales para pedir información acerca de herramientas de trabajo o para pedir empleo.

Cuando enviamos una carta a otra persona es porque deseamos comunicarle nuestros sentimientos. La carta es un diálogo o conversación por escrito en la cual hablamos de aquellas cosas que nos interesan.

Como las cartas nos representan, deben estar escritas con cuidado y tener ciertas cualidades para poder ser bien leídas. Por ejemplo:

Claridad: El autor se debe hacer entender con facilidad.

Naturalidad: El lenguaje y tono de la carta debe ser natural y sencillo.

Cortesia: La carta debe ser cortés y respetuosa de la persona a la que se le escribe.

La carta tiene las siguientes partes:

1. Lugar y fecha: Consiste en colocar el nombre de la ciudad o pueblo en la parte superior de la carta y a continuación el día, el mes y el año en que se escribe.
2. Destinatario: Consiste en escribir el nombre y apellidos y título de la persona a la que se le escribe.
3. Saludo: Consiste en expresar nuestra cortesía de acuerdo a la persona a la que se le escribe.
4. Cuerpo o contenido: Consiste en escribir lo que se necesita comunicar a la otra persona. Es el contenido de la carta.
5. Despedida: Consiste en despedirse afectuosamente de la persona a la que se le escribe.
6. Firma: Consiste en escribir a mano el nombre y apellido nuestro.
7. Postdata: Consiste en escribir las iniciales P.D. o P.S. despues de terminada la carta y a continuación lo que se nos olvidó de escribir en el cuerpo de la carta.

Algunas formas de saludo son:

Respetable señor:	Queridos padres:
Estimado amigo:	Queridos hermanos:
Estimada Luisa:	Recordado amigo:
Muy Sr. mío:	Ilustre Sr.:
Apreciada Srta:	Muy señores nuestros:

El saludo empieza con mayúscula y termina con dos puntos.
La despedida debe escribirse en un renglón aparte del cuerpo de la carta. Debe ser bien cortés. Algunas formas de despedida son:

Sin otro particular, quedo de usted muy atentamente,
...quedo de usted, su atento servidor,
...quedo muy atentamente a sus órdenes,
...le saluda muy afectuosamente,
...en espera de sus gratas órdenes, queda de usted...,
De usted muy atentamente,
Su atento y seguro servidor,
Atentamente,
Agradecido por sus atenciones:

Algunas despedidas familiares y sociales son:

Sinceramente,
Cariñosamente,
Cordialmente,
Recibe con esta carta muchos besos y abrazos de tu...,
Reciban abrazos y besos cariñosos de...,
Con todo mi aprecio,
Con nuestro afecto,
Con amor,

Second Activity For Skill E

The children will write letters as if they were Eskimos trying to send: (1) regards to family that has moved to other areas of Alaska, (2) a letter to the Federal Office of the Bureau of Indian Affairs requesting more money for provisions, (3) letters soliciting employment with a big tuna canning factory in Anchorage.

Third Activity For Skill E

The children will learn to write and use the post-card format. The teacher will explain that a post-card is just a piece of standard size oak-tag, generally with an illustration on one side and a blank space on the reverse with an area for the address and stamp. The teacher will also explain that a post-card is the ideal way to communicate when we have very little time to write, such as on a trip or for greetings and short messages. Since post-cards are open, we shouldn't write important things on them. Post-cards have a cheaper rate than letters. The teacher should explain what the following words mean:

correo postal
correo aéreo
vía aérea
vía terrestre
tarifas
vía marítima
número de zona (zip code)

onzas
libras
distancia
franqueo
certificada
registrada
asegurada
urgente

Fourth Activity For Skill E

The children will learn to design and write a telegram, a radiogram and a cablegram. The teacher will explain the mechanisms that operate these communications, such as:

> "Para enviar un 'telegrama' se usa el telégrafo. Para enviar un 'radiograma' se utiliza la radio. Para enviar un 'cablegrama' se usa los cables. Brevedad y rapidez son las características de estas comunicaciones. Las partes que componen un telegrama, cablegrama o radiograma son:

1. Nombre del destinatario y su dirección.
2. Texto muy breve y claro.
3. Firma del remitente y su dirección.

Como en estos se paga por el número de palabras, los nombres y direcciones están incluídos en el mismo."

SKILL F: Is Able To Write A Short Essay.

VOCABULARY: Essay, introduction, title. conclusion, theory, migration, Bering Straits, "ensayo," "disertacion."

First Activity For Skill F

The children will study the theory of Man's migration to the America's through the Bering Straits, and the first settlements in the Arctic. Then they will write an essay about this. The teacher could first give an oral explanation of the fundamentals of writing an essay. For example:

"Para escribir un ensayo lo primero que debemos hacer es investigar el tema a escribir,diseñar un bosquejo y decidir en nuestras propias palabras, como pensamos acerca de ese tema.

Por ejemplo; si quiero escribir acerca de la teoría del cruce del Estrecho de Bering por grupos nómades que luego se radicaron en el Ártico, debo primero investigar qué se ha escrito acerca de este tema.

Uno de las teorías dice que: Durante el último período glacial (25,000 años atrás)el hielo cubría el norte de Europa y casi toda Siberia, y la capa de hielo mas grande era la de Groenlandia y el norte del continente americano. Esta llegaba en el sur casi hasta el

paralelo 40.

La zona este de Siberia y una parte de Alaska no tenía hielo.

En aquel entonces el nivel del mar era mas bajo que ahora por lo cual mas cantidad de agua estaba presa del hielo, uniendo los dos continentes con un puente natural.

En geología se le llama a esta zona, "Beringia."

Además esta teoría explica que el noreste de Siberia, era en aquel entonces tierra seca y ahora esta bajo el océano Ártico. En esta tierra seguramente había plantas y animales, que luego se fueron moviendo hacia el Ártico cuando las aguas empezaron a invadir esa tierra.

Se cree que "Beringia" fué la cuna de la civilización esquimal, a pesar de que ningunas ruinas o huesos fueron encontrados. De ahí que su cultura sea tan diferente en cuanto a raza y lengua.

En viejas leyendas esquimales se habla de una gran inundación (probablemente Beringia) y de allá que los esquimales tal vez abandonaron Asia y cruzaron el Estrecho de Beringia hacia el continente americano. Esto pudo ocurrir hace 6,000 años.

Algunos de ellos fueron a las islas Aleutianas, en la costa sudoeste de Alaska y el resto se radicó en las tundras del norte de Alaska y Canadá."

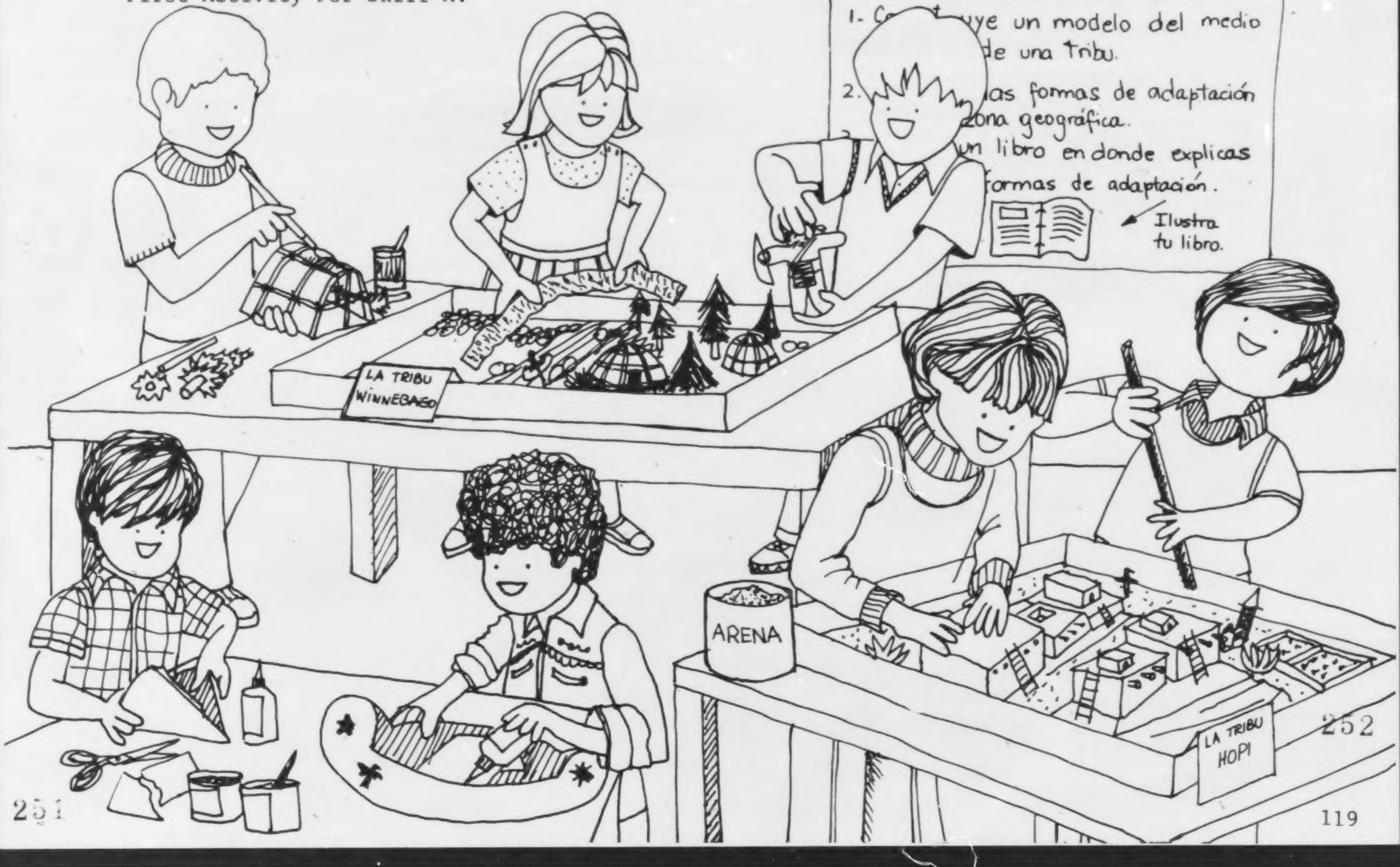
SKILL A: Is Able To Recognize The Common Significance Of Different Cultural Patterns From Their Similarity Of Function.

VOCABULARY: Adaptation, environment, Iroquois, Mohegan, Cherokee, Seminole, Chippewa, Sioux, Shawnee, Comanche, Apache, Navaho, Blackfoot, Indians of the Eastern Woodlands, Hunters of the Plains, Nomads, Village Dwellers, Seed Gatherers, Northern Fishermen.

First Activity For Skill A

The children will study the varying ways that American Indian groups have made their living and the relation this has to the climate of the area they live in. The children will then be divided into groups. Each group will research a specific tribe and write a small booklet which will be divided into sections. Each section will be dedicated to an aspect of their adaptation for survival, their techniques, customs, and socialization. Along with this booklet, the children will make models of the tribe's environmental lifestyle. The models could be made to fit on top of the tables or be made inside large boxes. The children will design the geographical characteristics of the zone where the tribe they chose lives. They can use paper maché, clay, plaster of paris, old cups, and containers. The models will be painted and vegetation added to them. The Indian figures could be made out of clay or plasticine and dressed with pieces of fabric. Emphasis will be put on written expression in this activity and the whole project should be planned to be exhibited to the rest of the school.

First Activity For Skill A:

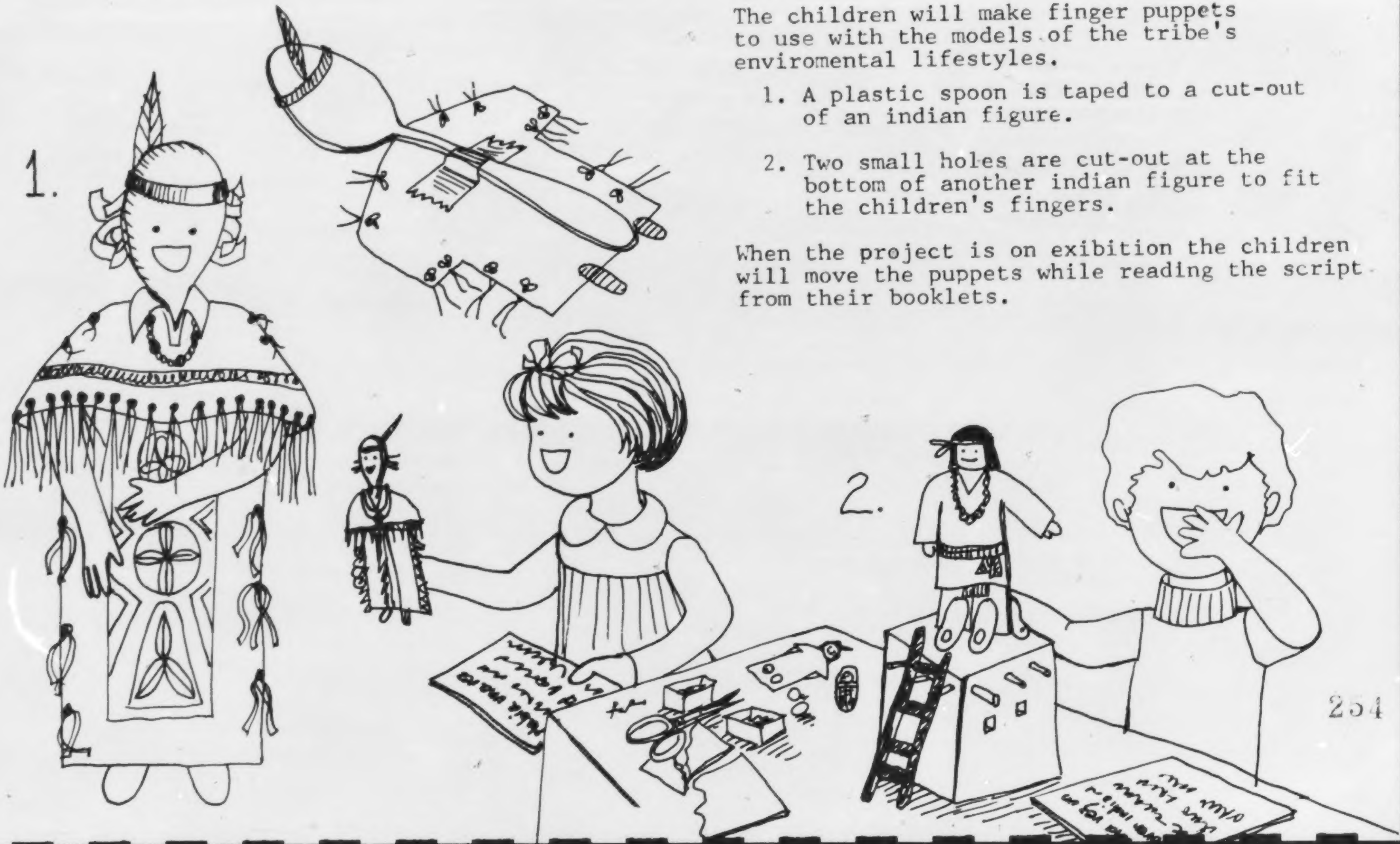

1. Co...uye un modelo del medio
de una tribu.
2. ...las formas de adaptación
zona geográfica.
un libro en donde explicas
formas de adaptación.
Ilustra tu libro.
LA TRIBU WINNEBAGO
ARENA
LA TRIBU HOPI

First Activity For Skill A:

The children will make finger puppets to use with the models of the tribe's enviromental lifestyles.

1. A plastic spoon is taped to a cut-out of an indian figure.
2. Two small holes are cut-out at the bottom of another indian figure to fit the children's fingers.

When the project is on exibition the children will move the puppets while reading the script from their booklets.



SKILL B: Is Able To Write And Critically Analyze Literature.

VOCABULARY: Forced migration, reservation, tribe, hardship, suffering, war, defeat, cruelty, captives, threats, punishment, banish, survival, extinction, hunger, disease, disorganization.

First Activity For Skill B	The children will study the migrations of different Indian tribes. For example, the Cherokees originally lived on the east coast, but were forced to move further and further west, and finally onto reservations. The children can study the differing geographic conditions these Indians passed through, and the difficulties of adjusting to these new conditions. Then the children will write a story (narrative) about these events.
Second Activity For Skill B	The children will learn to critically analyze their own writing. The teacher will provide a guideline on the board for the children to follow. The children should be able to answer these questions according to their own stories. The guideline could be as follows:

I. Contenido del cuento

1. Titulo
    - a. ¿Qué relación tiene el título con el asunto del cuento?
        - 1) ¿Con algún personaje?
        - 2) ¿Con algún suceso de la accion?
        - 3) ¿Con la idea central?
2. Asunto o argumento
    - a. ¿Qué sucesos forman el asunto del cuento?
    - b. ¿Cómo se planean para lograr el propósito del autor?
3. Tema central (idea principal que se desprende de la lectura del cuento)
    - a. ¿Es un sentimiento?
    - b. ¿Se refiere a algún valor moral?
    - c. ¿Se relaciona con la cultura?
4. Personajes (Recuerda que personaje es cada uno de los seres creados por el autor.)
    - a. Como Son?
        - 1) ¿Cómo tú sabes como son los personajes?
            - a) ¿Los describe el autor?

5. Ambiente y atomósfera(tiempo, lugar, estado emocional)
    a. ¿Qué ambiente presenta el autor en el cuento?
    b. ¿Influye el ambiente en el personaje?
    c. ¿Domina el personaje el ambiente?

II. Escritura

1. Partes del cuento.
    a. Introducción
    b. Desarrollo
    c. Punto culminante
    ch. Desenlace

III. Técnica Narrativa

1. Procedimientos empleados
    a. Se hace uso de:
        1) la narración
        2) la descripción
        3) el diálogo

2. Tono del cuento
    a. Es:

1) satírico.	Que trata de censurar y poner en ridículo.
2) irónico.	Burla fina que da a entender lo contrario de lo que se dice.
3) filosófico.	Que trata de las causas de las cosas naturales.
4) solemne.	Formal, firme, grave.
5) humorístico.	Cómico.
6) familiar.	Perteneciente a la familia.

Third Activity For Skill B

The children will read the stories written by the other children in the class and then they will answer the following questions on a duplicated sheet:

"Lee los cuentos escritos por los otros niños y elige el que te agrada mas para contestar estas preguntas."

1. Nombre del autor y título del cuento.

____

____

2. ¿Qué relación tiene el título con el asunto del cuento.

____

____

____

3. Resume brevemente el argumento del cuento. Lo puedes hacer en forma de bosquejo o de párrafo.

____

____

____

____

____

4. Anota el tema central del cuento.

____

____

5. Haz una lista de los personajes y escribe las cualidades correspondientes al lado de cada uno.

a. ______________ ______________

b. ______________ ______________

c. ______________ ______________

d. ______________ ______________

6. ¿Que consideras tú en el cuento como:

a. la introduccion ______________________

____

b. el desarrollo ______________________

____

c. la acción culminante ______________________________

____

ch. el desenlace ______________________________

____

7. Si tú fueras el autor de ese cuento qué cambiarías.

____

____

____

____

____

8. Explica en pocas palabras cómo te sentiste al leer el cuento.

____

____

SKILL C: Is Able To Recognize And Appreciate The Function Of Different Forms Of Written Expression.

VOCABULARY: Purpose, explanation, emotion, communicate, participation, expression, protest, newspaper, article, portray, reason, poster. magazine, editorial, essay.

First Activity For Skill C

The teacher will give brief explanations of the different forms of written expression available to people in our society. For example:

1. "Hay varias formas de publicaciones, entre ellas, las más importantes son los periódicos y las revistas."

Los periódicos sirven para informar e instruir. Ellos traen las noticias del momento.
Los artículos son breves.
La mayoría de los periódicos dan toda clase de noticias.

Las revistas son principalmente para instruir.
En ellas predomina el comentario técnico o la noticia de temporada.
Los trabajos publicados son extensos.

Por ejemplo: Un periódico dirá que una tribu ha sitiado un edificio federal en protesta por las condiciones de vida en la reservación.

Una revista, días después, explicará detalladamente las condiciones de vida en la reservación india y los esfuerzos de los miembros de esa tribu por cambiar la situación.

Hay varias clases de periódicos y revistas según el período de tiempo entre una publicación y la otra, el periódico se llama:

DIARIO - si aparece todos los días.
SEMANARIO - si aparece cada semana.
QUINCENAL - si aparece cada quince días.
MENSUAL - si aparece cada mes.

Las revistas casi siempre son: quincenales, mensuales, bimensuales, trimestrales, anuales.

Las revistas pueden ser especializadas en: religión, política, literatura, mecánica, cultura, etc.

El periodista es el compositor, autor, o editor de un periódico. Es la persona que tiene por oficio escribir en periódicos. Cada periodista tiene un estilo como ser:

Editorial -- es anónimo y expone la opinión del periódico sobre un hecho o un asunto.

Noticia -- es el relato de un suceso que despierta el interés público. Los nombres de las personas envueltas o afectadas por la noticia y su posición en la sociedad son el ingrediente más importante. La noticia debe responder a seis preguntas esenciales: qué, quién, cómo, dónde, cuándo, por qué.

Artículo -- es un pequeño trabajo de alguna profundidad y sobre un tema cualquiera. Es lo más literario del periódico. En las revistas ocupan gran extensión y son lo esencial de ellas.

Crónica -- es la narración extensa de los hechos más notables del momento.

Reportaje -- es una noticia comentada y completamente extensa, de carácter informativo, con datos, referentes a un personaje, suceso o cualquier otro tema.

Entrevista -- es un diálogo escrito en el que se pregunta a un personaje sobre asuntos de interés para que informe o de su opinión.

Crítica -- tiene por misión juzgar los libros, los espectáculos, los hechos de actualidad. La crítica orienta al público señalando los defectos y elogiando los aciertos de la obra juzgada.

Colaboración -- se llaman así los trabajos enviados por escritores que no pertenecen al personal del periódico.

A las personas que trabajan en un períodico o revista se las llama:

Director -- es el que dirige un períodico en todos sus aspectos. A veces escribe el editorial.

Redactor jefe -- es el que dirige a los redactores. Suele escribir el editorial.

Redactores -- son los que lo escriben. Estos, según su especialidad, se llaman:

- Articulistas -- escriben artículos.
- Cronistas -- escriben crónicas.
- Reporteros -- escriben reportajes o noticias.
- Críticos -- escriben criticas.
- Corresponsal -- envía las noticias desde un lugar distante.
- Colaborador -- escribe en un periódico sin ser redactor.

Para atraer y mantener la atención, la prensa cuenta con un cuerpo de personas que escogen los titulares de acuerdo con la noticia. Según la importancia de la noticia se escoge el tipo letra, tamaño, color y longitud del titular. Se utilizan ilustraciones y fotografías. Los fotógrafos del periódico se dedican a buscar fotos atractivas, además se reciben fotografías de agencias de publicidad y también por medio de radio foto. Radio foto es un equipo electrónico que funciona por señales que se envían por radio.

Existe una biblioteca de fotos de personas importantes en la comunidad y en el exterior. Al ocurrir un suceso ya se tiene el material informativo.

Hay dos tipos de noticias: vecinales y de interés inusitado. Noticias vecinales son aquellas de mayor importancia para el vecindario. Noticias de interés inusitado son aquellas que preocupan a toda la comunidad, por ejemplo, guerras, tormentas.

En un periódico las llamadas que se reciben deciden la búsqueda de la noticia. Los fotógrafos y redactores también buscan las noticias; muchas veces se provocan noticias haciendo preguntas controvertibles. Además se reciben noticias por teletipo. Cuando una noticia es sumamente importante en la máquina suena una alarma empezando entonces un movimiento continuo en el periódico.

2. EL AVISO

Hoy día nuestra vida está llena de necesidades. Cuando tenemos necesidad de hacer pública una noticia utilizamos el aviso. El propósito del aviso es llevar al conocimiento de la mayoría de las personas el modo de satisfacer esas necesidades.

El aviso es una advertencia o anuncio de alguna disposición o resolución. Se escribe con claridad y sencillez, dando los detalles más importantes. Se utiliza como medio de protesta, para denunciar hechos equivocados.

El aviso oficial es el que se relaciona con el gobierno. Suele contener órdenes, resoluciones, etcétera, dadas por alguna agencia gubernamental y tiene un carácter obligatorio en su contenido para alguna parte de la colectividad (sociedad).

Second Activity For Skill C

The children can study the life of a famous North American Indian (such as Sitting Bull) as a basis for forming ideas for different kinds of written expression. They may decide to write a letter to Washington protesting boundary encroachments, a newspaper article explaining what is happening to the Indians and expressing personal opinions, a protest poem expressing deep emotions, or perhaps a dramatic script in which the Indian community communally portrays its own plight.